



KS1 History at Holy Trinity CE Primary Academy

Y1

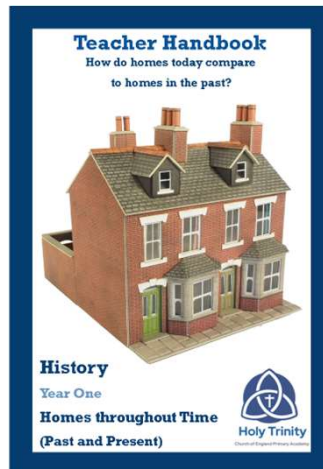


Unit: Mary Seacole – A Significant Individual in History

This Key Stage 1 history unit introduces pupils to the life and legacy of Mary Seacole, a pioneering nurse and businesswoman of Jamaican and Scottish heritage. Pupils explore her early life, her determination to help soldiers during the Crimean War, and her resilience in the face of racial prejudice. Through storytelling, source analysis, and creative activities, children learn how Mary Seacole used her medical knowledge and compassion to care for others, and why she is remembered as a significant figure in British and global history.

Importance Statement:

It is important to study Mary Seacole to understand how individuals from diverse backgrounds have shaped history. Her story teaches us about courage, perseverance, and the importance of helping others. Learning about Mary Seacole helps pupils recognise the contributions of Black Britons and challenges stereotypes, promoting a more inclusive understanding of the past.



Unit: Homes Throughout Time – Past and Present

This Year 1 history unit explores how homes have changed over time, helping pupils understand the concept of the past and how it differs from the present. Pupils investigate the features of modern homes and compare them with homes from the Tudor, Georgian, Victorian, and Edwardian periods. Through timelines, artefact exploration, and visits to historical houses, children learn about materials, design, and daily life in different eras. The unit also encourages pupils to reflect on what makes a house a home and how homes reflect the lives of the people who live in them.

Importance Statement:


It is important to study homes throughout time to understand how people's lives have changed. By learning about the past, pupils begin to develop a sense of chronology and historical enquiry. This unit helps children appreciate the diversity of homes and the ways in which history shapes the world around them, fostering curiosity and empathy for people in different times and places.




KS1 History at Holy Trinity CE Primary Academy

Y2

Foundation Curriculum



History
Year Two
Significant Individual:
William Wilberforce & Olaudah Equiano
How did abolitionists change society?
Name: _____




Unit: William Wilberforce & Olaudah Equiano – The work of Abolitionists

This Key Stage 1 history unit introduces pupils to the lives and legacies of two significant individuals: William Wilberforce and Olaudah Equiano. Pupils explore the transatlantic slave trade and the role of abolitionists in campaigning for justice and equality. Through historical narratives, primary sources, and discussion, children learn how Wilberforce used his voice in Parliament and how Equiano used his writing and personal story to change public opinion. The unit also explores the concepts of equality, inequality, and the impact of the abolitionist movement on British society and the wider world.

Importance Statement:

It is important to study the lives of William Wilberforce and Olaudah Equiano to understand how individuals can stand up for what is right and change the world. Their courage and determination helped bring an end to the British slave trade and inspired future generations to fight for justice. This unit helps pupils understand the value of equality, the power of speaking out, and the importance of remembering those who have made a difference in history.

Foundation Curriculum



History
Year Two
Birmingham: (Beyond living memory)
Kings, Castles and Markets
What is the story of Birmingham?
Name: _____



Unit: Birmingham – Kings, Castles and Markets

This local history unit explores the early history of Birmingham, tracing its development from a small Anglo-Saxon settlement to a thriving medieval market town. Pupils learn about key historical figures such as William Fitz-Ansculf and Peter de Birmingham, and investigate the significance of Dudley Castle and the granting of Birmingham's market charter in 1166. Through storytelling, timelines, and historical enquiry, children explore how castles were built and used, the impact of the Norman Conquest, and the role of markets in shaping the town's growth.

Importance Statement:

It is important to study the early history of Birmingham to understand how our local area has changed over time. Learning about castles, markets, and the people who shaped Birmingham helps pupils connect with their heritage and see how the past influences the present. This unit encourages curiosity about local history and helps children develop a sense of place and identity.

The logo features three interlocking circles in a triangular arrangement, with a small cross symbol in the center where they meet.

KS1 History at Holy Trinity CE Primary Academy

By the end of KS1, our children will be able to...


- identify and talk about significant individuals from the past and explain why they are remembered.
- compare aspects of life in the past with today, using simple historical vocabulary.
- place events and objects in chronological order and begin to understand timelines.
- ask and answer questions about the past using stories, artefacts, and pictures.
- recognise how people's lives and homes have changed over time.
- show curiosity about the past and begin to understand how history helps us learn about ourselves and others.



KS2 History at Holy Trinity CE Primary Academy


Y3

Foundation Curriculum



History
Year Three
**Stone Age to Iron Age:
Bronze Age Religion**
How did religious beliefs and practices change from the Stone Age to the Iron Age?

Name: _____



Holy Trinity


Stone Age to Iron Age – Bronze Age Religion and Stonehenge

This unit explores the development of religious beliefs and practices from the Stone Age through to the Iron Age, with a particular focus on the Bronze Age and the construction of Stonehenge. Pupils examine prehistoric monuments, burial customs, and archaeological evidence to understand how early societies expressed spirituality and commemorated the dead.

Importance Statement:


It is important to study Bronze Age religion and Stonehenge to understand how early communities used ritual, monument building, and burial practices to express beliefs, mark time, and connect with the natural world.

Foundation Curriculum



History (Local Study)
Year Three
**Handsworth:
From Hamlet to Thriving Town**
What has shaped Handsworth to become what it is today?

Name: _____



Holy Trinity

Handsworth – From Hamlet to Thriving Town (Local Study)

This local history unit traces the transformation of Handsworth from a Saxon hamlet to a vibrant urban community. Pupils investigate key events such as the Industrial Revolution, the arrival of the railway, post-war migration, and the cultural legacy of figures like Matthew Boulton and Benjamin Zephaniah. The unit highlights how historical, social, and economic factors shaped the identity of Handsworth.

Importance Statement:

It is important to study the history of Handsworth to understand how local communities evolve through industry, migration, and cultural change, and to appreciate the lasting impact of historical events on our shared environment.



KS2 History at Holy Trinity CE Primary Academy

Y4

Foundation Curriculum



History
Year Four

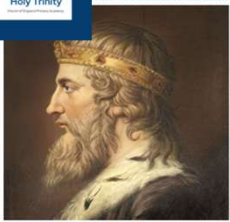
The Romans: British Resistance

Boudicca was the most important figure in British resistance during the Romano-British period. Do you agree?

Name: _____



Foundation Curriculum




History
Year Four

The Anglo-Saxons: Conversion to Christianity

Conversion to Christianity changed Anglo-Saxon society. Do you agree?

Name: _____



Foundation Curriculum



History
Year Four

The Vikings: The Danelaw

Viking and Anglo-Saxon interactions shaped the political, cultural, and social landscape of England. Do you agree?

Name: _____



Unit: The Romans – British Resistance

This unit explores the Roman conquest of Britain and the fierce resistance mounted by native tribes. Pupils investigate the causes and consequences of Roman invasion, the leadership of figures like Boudicca and Caratacus, and the cultural transformation of Britain under Roman rule. They examine how Roman infrastructure, governance, and religion reshaped society, while also evaluating the legacy of resistance and the blending of Roman and Celtic traditions.

Importance Statement:

It is important to study British resistance to the Romans to understand how power, culture, and identity were contested and reshaped. The stories of leaders like Boudicca and Caratacus help us explore themes of justice, independence, and legacy, while the Roman occupation reveals how empires influence the development of cities, beliefs, and daily life in Britain.

Unit: The Anglo-Saxons – Conversion to Christianity

This unit explores the transformation of Anglo-Saxon Britain from a collection of pagan kingdoms to a Christian society. Pupils learn about the migration of the Angles, Saxons, and Jutes, the formation of the Heptarchy, and the cultural legacy of Old English. They investigate the role of key figures such as St. Augustine, Queen Bertha, and King Æthelberht in the spread of Christianity, and examine archaeological evidence like Sutton Hoo to understand the beliefs, power, and connections of early Anglo-Saxon rulers.

Importance Statement:

It is important to study the Anglo-Saxons to understand how migration, religion, and leadership shaped early English society. The conversion to Christianity marked a turning point in cultural identity, literacy, and governance, laying the foundations for many aspects of modern Britain.

Unit: The Vikings – The Danelaw

This unit traces the arrival of the Vikings in Britain, from early raids to permanent settlement and the creation of the Danelaw. Pupils explore the causes of Viking migration, the impact of raids like Lindisfarne, the role of leaders such as Alfred the Great, Guthrum, and Æthelflæd, and the cultural exchange between Vikings and Anglo-Saxons. The unit also examines the significance of Danegeld, the blending of Norse and Christian beliefs, and the end of the Viking Age in 1066.

Importance Statement:


It is important to study the Vikings to understand how migration, conflict, and cultural exchange shaped the political and social landscape of England. The Danelaw and its legacy reveal how different communities can influence each other's laws, beliefs, and identities, and how leadership and diplomacy can shape the course of history.



KS2 History at Holy Trinity CE Primary Academy


Y5

Foundation Curriculum



History
Year Five
Ancient Islamic Civilisation:
Baghdad—The Round City
Why was the 8th to 13th century described as 'The Islamic Golden Age'?

Name: _____




Unit: Baghdad – The Round City of the Islamic Golden Age

This world history unit explores the rise and fall of Baghdad during the Islamic Golden Age (8th–13th centuries). Pupils investigate the founding of Baghdad by Caliph Al-Mansur, its unique circular design, and its development into a global centre of learning, trade, and culture. They study the significance of the House of Wisdom (Bayt al-Hikmah), the contributions of scholars like Al-Khwarizmi, and the city's eventual destruction by the Mongols in 1258. The unit also compares life in Baghdad with contemporary Britain during the so-called "Dark Ages."

Importance Statement:


It is important to study the history of Baghdad to understand how cities can become centres of innovation, culture, and knowledge. The Islamic Golden Age shows how science, mathematics, and philosophy can flourish through collaboration and curiosity. Learning about Baghdad helps us appreciate the global roots of modern ideas and the impact of cultural exchange on human progress.

Foundation Curriculum



History
Year Five
Britain Post-WWII:
The Windrush Generation
Does the Windrush Generation prove that British history after WWII is a story of decline?

Name: _____



Unit: The Windrush Generation – Britain Post-WWII

This modern British history unit examines the experiences of the Windrush Generation—Caribbean migrants who arrived in Britain after World War II to help rebuild the nation. Pupils explore the historical context of migration, the challenges faced by new arrivals, and the social and political responses, including the Notting Hill Riots, Enoch Powell's "Rivers of Blood" speech, and the Race Relations Act. The unit also investigates the Windrush Scandal and its impact on British identity, citizenship, and multiculturalism.

Importance Statement:


It is important to study the Windrush Generation to understand how migration has shaped modern Britain. Their stories reveal the struggles and contributions of Black Britons and highlight the importance of equality, justice, and remembrance. This unit helps pupils reflect on the meaning of British identity and the value of a diverse and inclusive society.



KS2 History at Holy Trinity CE Primary Academy


Y6

Foundation Curriculum




History
Year Six
The Aksumite Empire:
Ancient African Civilisation
What is the story of Aksum?

Name: _____




Holy Trinity

Foundation Curriculum



History
Year Six
The Battle of Britain:
The Contribution of Birmingham
Why is the Battle of Britain considered a significant event in World War II?

Name: _____



Holy Trinity

Unit: The Battle of Britain – Britain Stands Alone in WWII

This British history unit explores the pivotal events of the Battle of Britain during World War II (1940). Pupils investigate how Britain, supported by the Empire and Commonwealth, resisted Nazi Germany's attempt to gain air superiority. The unit examines the strategic use of radar, the role of the Royal Air Force (RAF), and the contributions of Birmingham's Castle Bromwich Spitfire factory. Pupils also explore the impact of the Blitz on British cities and the use of propaganda to maintain morale. Through historical narratives, source analysis, and creative tasks, pupils gain insight into the resilience of the British people and the global nature of the war effort.

Importance Statement:

It is important to study the Battle of Britain to understand how Britain's resistance shaped the outcome of World War II. This unit highlights the courage of "The Few," the significance of technological innovation, and the contributions of people from across the British Empire. Learning about this period helps pupils appreciate the importance of unity, sacrifice, and determination in the face of adversity.

Unit: The Kingdom of Aksum – An Ancient African Empire

This world history unit introduces pupils to the Kingdom of Aksum, a powerful and influential African civilisation that thrived from the 1st to the 7th century AD in what is now Ethiopia and Eritrea. Pupils explore Aksum's strategic location, its role in international trade, and its innovations such as coin minting and terraced farming. The unit highlights the reign of King Ezana, the first Christian monarch of Aksum, and the cultural legacy of the Ezana Stone and monumental stelae. Pupils also investigate the causes of Aksum's decline, including environmental degradation, shifting trade routes, and political instability.

Importance Statement:

It is important to study the Kingdom of Aksum to challenge misconceptions about African history and to recognise Africa's rich and complex past. Aksum was a centre of trade, innovation, and early Christianity, with global connections that rivalled those of other great empires. This unit helps pupils understand the significance of African civilisations in shaping world history and promotes a more inclusive and accurate understanding of the past.



KS2 History at Holy Trinity CE Primary Academy

Y5/6

Foundation Curriculum



Oracy
Year Five and Six
Debate
Motion: The British Monarchy Should be Abolished.
Name: _____



Holy Trinity
Church of England Primary Academy

King Charles III by Jonathan Meades, 2024. Photo: official portrait

Unit: Oracy and Debate – The British Monarchy

This upper Key Stage 2 oracy unit develops pupils’ speaking and listening skills through the structure and practice of formal debate. Centred around the motion “**The British Monarchy Should Be Abolished,**” pupils learn the key components of debating, including argumentation, rebuttal, stakeholder analysis, and the use of the PEE (Point, Explain, Evidence) structure. The unit explores the history of the monarchy, the role of stakeholders, and the impact of public speaking through historical and modern examples. Pupils engage in structured debates using the Extended Mace Format, learning how to deliver persuasive speeches, respond to counterarguments, and raise Points of Information (POIs).

Importance Statement:

It is important to study oracy and debate to empower pupils with the confidence and skills to express their ideas clearly, respectfully, and persuasively. Debating teaches critical thinking, active listening, and the ability to consider multiple perspectives. By exploring a topical and historically rooted issue like the future of the British monarchy, pupils learn to construct reasoned arguments, engage in civic discourse, and understand the democratic process. These skills are essential for active participation in society and lifelong learning.

The logo features three interlocking circles in a triangular arrangement, with a white cross in the center of the top circle. The entire logo is rendered in a dark blue color.

KS2 History at Holy Trinity CE Primary Academy

By the end of KS2, our children will be able to...

- explain how migration, conflict, and cultural exchange have shaped Britain and the wider world.
- describe how beliefs, leadership, and innovation influenced societies across time.
- use historical sources to investigate and interpret the past with curiosity and critical thinking.
- compare different civilisations and time periods to understand global connections and diversity.
- communicate historical understanding clearly through discussion, writing, and debate.
- reflect on how historical events and individuals have shaped identity, values, and society today.