

History in the curriculum

Enquiry questions:

- When the study of history is compulsory?
- What the status of history in the curriculum is, e.g. is it compulsory or optional, taught as part of wider subject such as humanities or social science or as a standalone subject?
- Does this status change during different phases of education?
- What is actually taught?
- And whether there is a clear balance between national and international history in the curriculum?

Coverage:

The following countries were chosen being members of both the Eurydice Network and OCED.

Austria*	France	Luxembourg*
Belgium Flemish Community*	Germany*	Netherlands*
Belgium French Community	Greece*	Norway*
Czech Republic*	Hungary	Poland*
Denmark*	Iceland	Portugal
Estonia	Ireland	Scotland*
Finland*	Italy*	Slovakia

Slovenia* Spain* Sweden* Turkey

Countries whose response has been validated by their Eurydice Unit are marked with an asterisk

Austria*

Is there a national curriculum and if yes, where can this be found?	The curriculum for the <i>Grundschule</i> is framed in broad terms. It defines in a general way the educational objective, the educational and didactic responsibilities, and the contents to be taught in the different subjects and the interdisciplinary fields. The curriculum is the foundation on which teachers may independently base their conceptual and practical work. The curricular autonomy provisions for individual schools allow schools to issue their own curricula provisions within a given framework. The adoption of curricular autonomy provisions is a right of the Schulforum (school forum).
	The curricula are laid down by ordinance of the Federal Ministry for Education, the Arts and Culture. As far as compulsory subjects and compulsory exercises (Verbindliche Übungen) are concerned, the curriculum distinguishes between "core contents" and "extended contents" or optional topics.
	The timetable for the pre-primary year comprises compulsory practical exercises in the following subjects, totalling 20 weekly hours: Elementary local history, geography, biology
How is it described in curriculum documentation?	Local history, geography and biology known as <i>Sachunterricht</i> is taught for 3 lesson a week from the 1st grade in Grundschule (for children ages six to 10 years).
When is history taught?	History is a compulsory subject taught in the 4 years of Hauptschule (for children aged 10 to 14 years). It is paired with Social Science/Citizenship Education and taught on average of 2 hours a week (from the second grade onwards.
What is taught?	Citizenship education and human rights education is taught in conjunction with history. Historical citizenship education, which combines the teaching of contemporary history with its relevance to present and future issues, aims at showing that present
Is there a clear balance between national and international history in the	societal problems are often connected with events in recent history. It is complemented, amongst other things, by the following offers and measures, projects, oral history, contemporary witnesses, museum education and visits to historical sites.
curriculum?	The Austrian school laws encourage a reasonable balance between national, European and international topics.

Belgium Flemish Community*

Is there a national	The Educational Development Division (now within the Agency for Quality Management of Education and Formation) has formulated
curriculum and if yes,	final objectives and developmental aims for primary and secondary education.
where can this be found?	
	The final objectives specify the minimum that pupils should know but do not elaborate on how this should be achieved.
How is it described in	In primary education, history is taught as part of World studies : nature, mankind, society, technology, time and space.
curriculum	In secondary education, history is taught as a standalone subject in the general, artistic and technical education pathway but is
documentation?	integrated in the 'Project integrated general subjects' in the more vocational path.
When is history taught?	Details and an overview of the final objectives are available online:
	http://www.ond.vlaanderen.be/dvo/english/corecurriculum/primary/primenvir.htm
	http://www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/1grade/astream/history.htm
	http://www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/2grade/aso/history.htm
	http://www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/2grade/kso/history.htm
	http://www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/2grade/tso/history.htm
	http://www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/2grade/bso/projectgensub.htm
	http://www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/3grade/aso/history.htm
	http://www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/3grade/kso/history.htm
	http://www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/3grade/tso/history.htm
	http://www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/3grade/bso/projectgensub12.htm
What is taught?	During primary education, children learn history amongst other items, under the section of historical time:
	 important events or experiences from their own life in chronological order and divide them into periods
	tracing their ancestry back two generations
	 the great periods in history and clear historical elements in their environment and important historical figures and events.
Is there a clear balance	•
between national and	During secondary education, students learn about:
international history in	Criteria, regarding a historical framework and societies
the curriculum?	knowledge and skills regarding, time, historical space and sociality
	methodology in history study, attitudes regarding historical aspects.
	In the curriculum there is a clear balance between national and international history.

Belgium French Community

Is there a national curriculum and if yes, where can this be	Key competences have been developed which outline what students should learn whilst at school
found?	The Decree on the missions of the school does not define subjects, but domains within which competencies are to be developed. Thus, priority must be given to the teaching of reading centred on the mastery of meaning, to the production of written and oral communication, as well as to the mastery of the basic mathematical tools within the framework of problem solving.
	They are available (in French) at http://www.enseignement.be/index.php?page=24737
How is it described in	The key competencies sets out eight domains: French, mathematics, discovery – initiation to science, modern languages,
curriculum documentation?	physical education, education through technology, artistic education, discovery – initiation to history and geography including introduction to social and economic life.
When is history taught?	
	In secondary education, historical and geographical studies, including social and economic studies are taught for four periods per week
What is taught?	No information available.
Is there a clear balance	
between national and	
international history in the	
curriculum?	

Czech Republic*

Is there a national curriculum and if yes, where can this be found?	The content of basic education is stipulated in the Framework Educational Programme for Basic Education (FEP BE). The FEP BE defines nine main educational areas consisting of one or more educational fields, six cross-curricular themes and two supplementary educational fields. It also specifies the compulsory content of the fields, i.e. the curriculum and expected outputs at the end of every period (the first stage is divided into first and second periods: years 1-3 and 4-5). All that is prescribed in the FEP BE for second stage of basic education (or more precisely for the 6th to 9th grades) applies also for the corresponding grades of six- or eight-year general secondary schools (lower stage of multi year gymnázia) The FEP BE is available to download: http://planipolis.iiep.unesco.org/upload/Czech%20Republic/Czech_Republic_Framework_Education_Programme_for_Basic_Education.pdf
How is it described in curriculum documentation? When is history taught?	History is first studied as part of the educational area of People and their World within the thematic area of People and Time. Pupils focus on the time (past, present and future. This involves assigning events to certain time, the process of formation of history and the most important moments in the history of the Czech country. It is then studied as part of the educational area; People and Society. The educational content is implemented at the second stage only, for a total of 11 hours. Historical context is also integrated in other educational fields and cross-curricular themes.
What is taught?	First stage: The education area of People and their World includes the thematic area of People and Time . This thematic area facilitates an understanding of events and time. Pupils learn how and why time is measured, and how the history of events proceed in time and are created. This thematic area begins with the most familiar events in the family, community and region and proceeds towards the most important moments in the history of the Czech Republic. The essence of the thematic area is to encourage pupils to take an interest in history and the cultural wealth of the region and the entire country. It is therefore important that pupils can independently search for, obtain and explore information from available sources, particularly from members of their family and people around them so that they can jointly visit historical sights, regional and specialised museums, public libraries, etc.
	Second stage:

History in the curriculum 5

The educational field of History offers basic information on past human events. Its main objective is to cultivate the individual's historical consciousness and to maintain the continuity of historical memory, primarily in passing on historical experience. Especially important is the learning of events, deeds and phenomena which have fundamentally influenced the development of society. Emphasis is placed primarily on the history of the 19th and 20th centuries. Significant attention is paid to the basic values of European civilisation. Also important is the development of a sense of time, space and empathy which will enable pupils to better understand historical phenomena and events. Pupils are guided towards understanding that history is not a closed part of the past or a jumble of facts and definite conclusions, but also involves asking questions through which the present looks into the past to find its contemporary character and possible future. General historical issues are brought to life through regional and local history.

Is there a clear balance between national and international history in the curriculum? In the FEP BE curriculum content and expected outcomes a considerable element of the topics focus on **European history**. The history of Czech countries is introduced in the European context.

The FEP BE is a binding document for developing the School Educational Programmes (SEPs). In preparing the SEPs, the schools are free to structure and combine the educational content into subjects. The only condition is that the educational content of compulsory subjects in SEP must reflect the whole subject matter of fields in the FEP BE. The amount of time devoted to individual topics is within the scope of school and teacher autonomy.

Denmark*

Is there a national curriculum and if yes, where can this be found?	The Danish Parliament lays down the overall aims of the teaching, the Ministry of Education sets the targets of the individual subjects and the local school authorities decide on how to attain these targets. The Ministry of Education issues curriculum guidelines for each subject, but these are seen purely as recommendations and are as such not mandatory for the local education authorities or schools. Schools are permitted to work out their own curricula, as long as they meet the targets set by the Ministry of Education.
	For each subject there is a comprehensive publication from the Ministry of Education, which outlines aims for the subject
	and gives guidelines to the teachers on how to structure the teaching. It is not available in English, but can be found on the
	following website in Danish: http://www.uvm.dk/service/Publikationer/Publikationer/Folkeskolen/2009/Faelles%20Maal%202009%20-%20Historie.aspx
How is it described in	History is taught from 3 rd form (aged eight onwards) and is assessed by an oral examination in the ninth form. It appears
curriculum documentation?	under the subject area of humanities .
When is history taught?	
What is taught?	After form 9, the pupils should be able to discuss events and eras and place them chronologically. Moreover, pupils are
Is there a clear balance	expected to be able to explain different ways of organising a society and be able to take a stance on culture meetings
between national and	between Danish, European and World culture.
international history in the	
curriculum?	After form 9, pupils should be able to discuss events from Danish history and relate them to world history.

Estonia

Is there a national curriculum and if yes, where can this be found?	The national curriculum establishes the standards for basic education and upper secondary education for basic schools (põhikool) and upper secondary schools (gümnaasium). This is approved by the Government of the Republic. The national curriculum for basic schools and upper secondary schools was completed in 1996. In 2001, the amended and updated version of the curriculum was adopted. A press release on the latest national curriculum can be found at the following link: http://www.hm.ee/index.php?1511576
	In the upper secondary schools curriculum the subject syllabi are compiled in the form of courses, whereas the word "course" refers primarily to a 35-hour study unit. The national curriculum determines the list of compulsory subjects and the number of compulsory courses per subject.
How is it described in	History is a compulsory subject and is implemented from the second study stage (ages 10 to 13) where 3 lessons occur weekly. In
curriculum documentation?	the third study stage this increases to 6 weekly lessons.
When is history taught?	
What is taught?	No information available.
Is there a clear balance	
between national and	
international history in the	
curriculum?	

Finland*

Is there a national curriculum and if yes, where can this be found?	The national core curriculum is determined by the Finnish National Board of Education. It includes the objectives and core contents of different subjects, as well as the principles of pupil assessment, special-needs education, pupil welfare and educational guidance. The principles of a good learning environment, working approaches as well as the concept of learning are also addressed in the core curriculum. The present national core curriculum for basic education was confirmed in January 2004 and it was introduced in schools in August 2006.
	The basic education is available to download (in English) from
	http://www.oph.fi/english/publications/2009/national_core_curricula_for_basic_education
How is it described in	Formal teaching of history is first introduced in Grade 5 (children aged 11 to 12).
curriculum documentation?	
When is history taught?	
What is taught?	The aim of history teaching in Finland is to guide students in becoming responsible players who know how to treat the
	phenomena of their own era and the past critically. The instruction guides pupils in understanding that their own culture
Is there a clear balance	and other cultures consitutte the result of a historical process. It covers both Finnish and general history. Learning history
between national and	should also serve to strengthen pupils own identities and other cultures and their influences.
international history in the	
curriculum?	The curriculum for grades 5 to 6 covers the following areas:
	Historical knowledge and knowledge of own roots
	Pre-history and advancement of the first advanced cultures
	Emergence of European civilisations
	The middle ages
	The dawn of the modern era
	Finland as part of the Kingdom of Sweden
	Liberty gains a first foothold
	In grades 7 to 9, the following areas are studied
	Nationalism and life in the 19th Century
	Industrial revolution

- The period of transition in Finland
- Great power rivalry to the first world war and its consequences
- The depression and era of totalitarism
- The second world war
- Finland from 1950 to the present day
- East-west conflicts to North South conflicts
- Life and the end of the 19 Century and beginning of the 20th Century.

In addition, one topic from those below is followed from pre-history to the present day:

- Advanced cultures outside Europe
- Evolution of trade
- Evolution of culture
- Development of mobility and transport
- Demographic change
- Break of Europe to its reunification (grades 7 to 9 only).

Chapter 7.13 (pages 220-224) of the core curriculum generally steers what will be actually taught in schools and the balance between national and international history in schooling. It is the responsibility of the individual schools or local school authorities to provide a concrete description of the content of teaching in the local curriculum. It is quite natural that international history is emphasised in a country such as Finland which has only been independent for less than 100 years where it was first a province of Sweden and then an autonomic part of Russia in 1809-1917.

France

Is there a national curriculum and if yes, where can this be found?	There is central, state control of the curriculum in France and a statutory national curriculum. This is delivered through 'national programmes' (see below), which set out the knowledge students should acquire and provide the framework around which institutions organise their teaching. In addition, in July 2006, the decree instituting the provisions of the 'Act on the Future of School's was published. This laid the foundations for the introduction of the socle commun de connaissances et de compétences which determines the skills	
	and competences to be acquired by all students by the end of compulsory education. The national programmes for history teaching can be downloaded(in French) by phase from the Eduscol website:	
	Basic learning cycle: http://www.education.gouv.fr/ Consolidation cycle: http://www.education.gouv.fr/ Lower secondary education: http://eduscol.education.gouv.fr/ Lo	/bo/2008/hs3/programme_CE2_CM1_CM2.htm on.fr/pid23391/programmes-ecole- 1&niveau=0&classe=0&discipline=7
How is it described in curriculum documentation?	This statutory curriculum includes: French, mathematics, science (physics, chemistry, biology and geology), history/geography, civics, technology, modern foreign languages, physical education and sport, and art (which includes music). The following rows indicate how history is included at different levels of the curriculum.	
When is history taught?	Basic learning cycle (cycle des apprentissages fondamentaux) (primary children aged six to eight)-	Discovering the world (découvrir le monde - which combines science, technology, history and geography)
	Consolidation cycle (Cycle des approfondissements) (eight to 11-year-olds)	Humanities – history and geography, arts (including visual arts, art, history of art and music)
	First three years of lower secondary education, that is the <i>sixième</i> (11- to 12-year-olds, <i>quatrième</i> (13- to 14-year-olds), and <i>cinquième</i> (12- to 13-year-olds)	History, geography and civic education
	Final year of lower secondary education, the	History and geography

	troisième (14- to 15-year-olds)	
	First year of upper secondary or "determining	History and geography
	cycle" (seconde for 15- to 16-year-olds)	
	Final two years of upper secondary education for	The content of the programmes of the final cycle depends on the
	16- to 18-year-olds	series and branch selected by the pupils. Certain disciplines, including
		history-geography are common to all series. ¹
What is taught?	During primary education, children learn about pre-history, ancient times, the middle ages, the Enlightenment, the	
	Renaissance, the French Revolution and the 19 th and 20 th Centuries. These periods are illustrated by key people and events	
Is there a clear balance	in French history which is a deliberate attempt to foster a sense of common national culture. The study of these areas is	
between national and	consolidated, deepened and enriched in later phases of education. As students progress through the education system	
international history in the	national history is used to provide an access point to European and world history.	
curriculum?		

¹ For more information about the baccaulaureate see section 5.13 of the Eurybase database on education systems.

Germany*

Is there a national curriculum and if yes, where can this be found?	There is no national curriculum in Germany; responsibility for education lies with the individual regions (<i>Länder</i>) rather than with national government.
	Following an agreement by the Standing Conference of the Ministers of Education and Culture of the 16 German Länder in 2002, common national educational standards have begun to be developed for specific stages in primary and secondary education. It is intended that the standards should facilitate the comparison of results at national level, whilst allowing schools to provide students with individual support. The common educational standards: • set out the basic principles for each of the subjects • describe the specific competencies which students should have reached at this stage of their education • promote systematic and integrated learning and • outline the expected levels of achievement.
How is it described in	During primary education, history is part of Sachunterricht, a specific interdisciplinary subject which provides an
curriculum documentation?	introduction to subjects such as economics, social studies, history, geography, science (biology, physics, chemistry etc.), and technology. Later in school life all these subjects will be taught separately. The emphasis lies on the surrounding area of the
When is history taught?	school. The pupils are supposed to learn details about the history and geography of the town or district they live in and - in biology - about the animals in their area.
	The agreement reached in December 1993, as amended in June 2006, by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder concerning the types of schools and courses of education in lower secondary level, lays down a framework schedule for grades 5-9/10, requiring certain core subjects in every type of school and course of education: German, mathematics, the first foreign language, natural and social sciences. Study of history is included under the heading social science . Some Länder have decided to start history as a separate subject in grade 6.
What is taught?	Colleagues in the German (Land) Eurydice Unit provided the following details about the the curriculum in two different states firstly in Bavaria which has a more conservative approach and secondly in Northrhine-Westphalia which has a more
Is there a clear balance between national and	progressive approach.
international history in the	Bavaria
curriculum?	Grade 6:

Stone Age in Central Europe, the Egyptian Empire, Israel and the Bible, the Greek Empire and Democracy, the Roman Empire and Republic, the Christian Faith and the Pope, Constantinople and Byzantium, Mohammed and Islam.

Grade 7:

Middle Ages (Knights and crusades) Renaissance, Protestantism, Thirty-years-war.

Grade 8:

Absolutism, monarchies (Russia, Austria, Bavaria), French Revolution, Declaration of Independence, Congress of Vienna, German Parliament (Paulskirche Frankfurt).

Grade 9:

Industrial revolution and social legislation, Imperialism and colonies, October Revolution in Russia, Third Reich and Second World War.

Grade 10:

East-west conflict, foundation of the Federal Republic of Germany and the German Democratic Republic, the contracts of Rome and Maastricht, the European Community/Union, the electronic revolution and the globalisation, German unification.

Each grade is bound to a certain period consecutively.

At the upper level of secondary education, the chronological structure is left behind and replaced by the categories "from near to far". The topics should be treated in terms of comparisons and problem-orientated case studies.

The topics are:

- 1) Society and change (15th 19th century)
- 2) Democracy and dictatorship (Problems of German history in the 20th century)
- 3) The early Federal Republic Success of the new democracy
- 4) Historical components of European Culture and Society
- 5) The Middle East: Historical roots of a political conflict
- 6) USA from a rebellious colony to a global power.

Northrhine-Westphalia (more progressive approach)

The curricula of Northrhine-Westphalia have left the chronological approach behind and give more freedom to the individual teacher and the history teachers' conference of the school. The curricula define competences to be reached at the end of grade 6 and the end of grade 10 and define content areas that are obligatory, but their sequence is open.

These obligatory content areas are:

Grades 5 and 6:

- 1) Early cultures and first advanced civilizations
- 2) Living conditions of the ancient world: Greek Polis and Roman Empire
- 3) What people knew about each other in antiquity
- Geographical knowledge in Africa, Europe, and Asia
- Intercultural contacts and influences
- 4) Europe in the Middle Ages

Grade 7-10:

- 1) What people knew about each other in the Middle Ages
- 2) New World and new horizons
- 3) Changes in Europe
- French Revolution / German Revolution
- Industrial Revolution
- 4) Imperialism and First World War
- 5) New political coordinates
- Russia / USA
- 6) Second World War
- 7) New coordinates of the world and the situation of Germany
- 8) What people knew about each other in the past and today
- The importance and the art of printing
- Digital revolution
- Travels in the past and today.

The curricula for upper secondary level only define four content areas and four cultural regions.

Content areas:

- 1) History of the 20th century and contemporary history
- 2) History of the "long" 19th Century (1776-1918)
- 3) The Middle Ages and the early modern times
- 4) Ancient history

Cultural regions:

- 1) Regional history of the town or district
- 2) German history
- 3) European history
- 4) History of cultures of other continents.

Balance between national and international history:

If you compare the curricula of Bavaria and Northrhine-Westphalia, you will recognize that Bavaria attaches more significance to the national history with the exception of the upper secondary level.

The curricula of Nothrhine-Westphalia are balanced. About 50% of the topics are national and 50% are international.

Greece*

Is there a national curriculum and if yes, where can this be found?	Curricula – including subject hours – for Primary and Secondary education are drafted by the Pedagogical Institute (II/PI) pending final approval by the Ministry of National Education. This national curriculum is implemented in all schools in Greece.
How is it described in curriculum documentation?	At primary school level the national curriculum covers religion, Greek language, mathematics, history, environmental studies, geography, science, social and civic studies, arts studies (music et al.), two foreign languages and physical education.
When is history taught?	History is introduced in third grade (age eight onwards) and taught for two hours a week in primary education. It is compulsory throughout primary, lower and upper secondary education. It is taught as a standalone subject, although is considered to belong to the wider subject of humanities.
	The Cross Thematic Curriculum Framework for History can be found at the following link: http://www.pi-schools.gr/download/programs/depps/english/10th.pdf
What is taught?	The general aim of teaching History is the development of historical thinking and historical awareness.
	 In primary school the following is taught: 3rd grade – Greek Mythology, Pre-History and Proto-History 4th grade – Geometric Period, Archaic Period, Hellenistic and Roman Periods, topics from Ancient History and Local History 5th grade – Greeks and Romans, The Byzantine Empire (expansion, development, peaks and falls) 6th grade – Modern Europe, Hellenism (the Greeks) after the fall of Constantinople, The Greek War of Independence 1821, Greece as an Independent State, Greece in the 20th century In lower secondary education the following is taught: 1st grade – Ancient History (The Copper Age, Greek World, Classical Period, Hellenistic and Roman Times) 2nd grade – Medieval and Modern History (The Byzantine Empire, Medieval Europe, Europe in Modern Times) 3rd grade – Modern History (Europe and the French Revolution, Greek Revolution, Europe in the 19th Century, from Balkan Wars to WWII, Post War World, Local History)

In upper secondary education the following is taught:

- 1st grade History of the Ancient World
- 2nd grade History of the Medieval and the Modern World (from 565 AD to 1815 AD)
- 3rd grade History of the Modern and the Contemporary World (from 1815 AD onwards)

During the first and second grade of upper secondary education (students aged 15 to 17), there is the option to undertake an optional **history** lesson on 'European Civilization and its roots' for the 1st grade and 'Topics from Modern Greek History' or 'Social and Political Organization in Ancient Greece' for the 2nd grade for two hours per week. This is in addition to the compulsory two hour per week **history** lesson.

Is there a clear balance between national and international history in the curriculum? Although **history** is compulsory in primary, lower secondary and upper secondary education the relation between national and international history differs.

In primary education, **history** is almost exclusively national with the exception of references to certain international issues which are of importance to Greek history e.g. it is not possible to teach the participation of Greece in the World Wars without even an elemental reference to their international dimension.

In lower secondary education the European dimension of history is largely amplified and particularly in Medieval, Modern and Contemporary History, considering that Ancient History is mainly national.

In upper secondary education even the title of the subject is of importance 'History of the Ancient World', 'History of the Medieval and the Modern World', 'History of the Modern and the Contemporary World'. Within these subjects national history is incorporated in the European and international context.

In primary education emphasis is placed on national history whilst in upper secondary education emphasis is place on international history. In lower secondary there is a balance between national and European history.

Hungary

Is there a national curriculum and if yes, where can this be found?	In Hungary, the National Core Curriculum covers the age range six to 18/19, and the Kindergarten Core Programme is for children aged between three and six years. It is available online (in English): http://www.nefmi.gov.hu/english/hungarian-national-core
	In September 2000, framework curricula were introduced to all schools. These frameworks provided an interim regulatory level between the National Core Curriculum (<i>NCC</i>) and the local syllabuses drawn up and used by educational institutions. The frameworks were designed to ensure that the education provided in public schools meets national regulations, whilst giving schools as much autonomy as possible.
How is it described in	In the NCC, history is covered at all levels of compulsory education under the Man and Society learning areas.
curriculum documentation? When is history taught?	In the framework curriculum, it is listed as history and civics , but is only allocated teaching hours in grades 5 to 8 ((children aged 10 to 14) .
	Students in grades 9 to 12 (aged 14 to 18) study history as a standalone subject.
What is taught?	Once of the key competences that children are expected to obtain refers to homeland and peoples. The NCC states:
Is there a clear balance between national and international history in the curriculum?	'It is essential for students to know the peculiar features of the cultural heritage of our people and the historic values of our national culture. Students are expected to study the activities and the work of prominent Hungarian figures of history, scientists, inventors, artists, writers, poets, athletes, and to get acquainted with the geography, literature, history and everyday life of their country. They should acquire the knowledge and practice the individual and community activities which lead to the understanding and appreciation of and identification with their home, residence, homeland, country and its peoples. They should become familiar with the traditions and characteristics of urban and rural life.
	Cultivating a harmonious relationship with the natural and social environment, laying down the foundations for a national identity, deepening one's consciousness as a member of a nation and one's sense of patriotism, and, inseparably linked thereto, respect for the values, history and traditions of other peoples and ethnic groups living in the country and the neighbouring areas are all important tasks. The NCC encourages young people to explore and to preserve the historic, cultural and religious memories, relics and traditions of their immediate and broader environment and to pursue individual and community activities to this end. '

Iceland

Is there a national curriculum and if yes, where can this be found?	The Ministry of Education, Science and Culture issues National Curriculum Guidelines which are intended both to provide the more detailed objectives necessary to implement the Compulsory School Act from 2008 and offer instruction as to how it is to be carried out in practice.
	The Icelandic National Curriculum Guide 2004 can be found at the following link:
	http://bella.mrn.stjr.is/utgafur/almhluti_frhsk_enska.pdf
How is it described in curriculum documentation?	Core subjects constitute the required course in each academic branch of study and amount to 70% of the total course load. Compulsory core subjects for all academic branches of study are Icelandic, English, Danish, a third foreign language (usually French, German or Spanish), mathematics, history , social sciences, natural sciences and sports. However, the number of
When is history taught?	courses in these subjects for each branch of study differs as the core subjects include special subjects within that branch together with subjects that provide and support general education.
What is taught?	Compulsory schools are to encourage broad-mindedness and increase pupils' understanding of the human condition and living environment, of Icelandic society, its history and unique characteristics, and of the responsibilities of the individual
Is there a clear balance	towards society and his/her rights within it.
between national and	
international history in the curriculum?	

Ireland

Is there a national curriculum and if yes, where can this be found?	In Ireland, there are national curriculum programmes for each phase of compulsory education – primary (the Primary School Curriculum, to age 12) and junior cycle(the Junior Cycle/Post-Primary Curriculum, ages 12 to 15). On completion of junior cycle education (age 15), the curriculum is determined by examination syllabuses.
	The Primary School Curriculum: http://www.curriculumonline.ie/en/Primary_School_Curriculum/ The Junior Cycle/Post-Primary Curriculum: http://www.curriculumonline.ie/en/Post- Primary_Curriculum/Junior_Cycle_Curriculum/
How is it described in curriculum documentation?	The Primary School Curriculum (1999) is presented in seven curriculum areas, some of which are further sub-divided into subjects. History is taught alongside geography and science in the 'social, environmental and scientific education (SESE)' area.
When is history taught?	There are eight areas of experience in the framework for the curriculum in the <i>junior cycle</i> . History is included in the Social , political and environmental education curriculum area which is further divided into Science and technology, and social , political and environmental education .
	Schools normally teach these areas of the curriculum through subjects which have been approved by the Department of Education, subjects. History and geography form one of the approved subjects.
	Students in post-compulsory <i>senior cycle</i> education follow one of three types of two-year <i>Leaving Certificate</i> programme: the established <i>Leaving Certificate</i> , the <i>Leaving Certificate Vocational Programme</i> (<i>LCVP</i>), and the <i>Leaving Certificate Applied</i> (<i>LCA</i>). This will influence the subjects they study during this phase. Only the <i>Leaving Certificate</i> is considered here.
	The approved course for the <i>Leaving Certificate</i> programme states that students must take at least five subjects, of which one must be Gaeilge (Irish). There are 31 specified subjects for the established <i>Leaving Certificate</i> listed in the "Rules and Programme for Secondary Schools"; these are assigned to five subject groupings. History is included in the Social studies group.
What is taught?	The History Curriculum is for all children in the primary school from junior infants to sixth class (children aged six to 12 years). It is presented in two distinct sections.
Is there a clear balance	

between national and international history in the curriculum?

It includes a 'skills and concepts' section entitled 'working as an historian' which describes the historical skills and concepts that children should develop as they encounter topics in history.

It also includes a number of strands which outline the historical periods that are to be included in the history programme at each level. Each strand includes a number of strand units. Depending on the class level, strands include:

- myself and my family
- story
- early people and ancient societies
- life, society, work and culture in the past
- eras of change and conflict
- · politics, conflict and society
- continuity and change over time

Initiatly, the History Curriculum emphasises the development of the child's historical understanding through the exploration of personal, family and local history. Later on children explore more extensive and more distant periods in the past and will encounter a broadening range of local studies.

The aim is for Children to develop an enhanced understanding of their own country and the wider world through encountering elements of national and international history. At times history has concentrated on political developments and the lives of 'famous people', often 'famous' men. Some elements of political history have a place in the historical education of older primary pupils, but this curriculum places an emphasis on the study of the 'everyday lives' of what may be termed 'ordinary people'. Children should study the domestic and social history of women, men and children as well as their technological, scientific, cultural, artistic and leisure activities in the past.

These studies can never be exhaustive, and this curriculum seeks to provide flexibility for schools and teachers in the selection of content while ensuring that children become familiar with a broad and balanced range of topics. In particular it will be important that children have opportunities to become aware of the lives of people from different social, cultural, ethnic and religious backgrounds in Ireland, Europe and the wider world.

In lower secondary education, history syllabus is divided into three sections. The framework is chronological in presentation, spanning prehistoric times to the late 20th century. It is developmental in nature, moving from the simple to the more complex, from the concrete to the more abstract

• Section I: How we find out about the past

- o Introduction the job of the historian.
- Our roots in ancient civilisation a study based on archaeological evidence of life in pre-Christian and early Christian Ireland and in one ancient civilisation
- Castle, church and city a study of medieval society based on buildings, settlements and other material sources
- o Renaissance a study based on visual sources and biography of Renaissance art, architecture and learning
- Section II: Studies of Change
 - O Changes in European view of the world Exploration
 - o Religious change Reformation
 - o Changes in land ownership Plantation in Ireland
 - o Political change Revolutionary change
 - o Social change From farm to factory
- Section III : Understanding the Modern Ireland
 - o Political developments in Ireland in the 20th century
 - Social change in the 20th century
 - o International relations in the 20th century.

Luxembourg

Is there a national curriculum	The curriculum in Luxembourg is set out as a series of competences students must have acquired by the end of a stage of	
and if yes, where can this be found?	education. Teachers choose their own teaching methods, which must conform to formal curricular requirements.	
	The content of primary education is available to download (in French) at http://www.men.public.lu/publications/periodiques/cen_numeros_speciaux/091015_cen_plan_etudes_ens_fondamental_09/091015_plan_etudes_ens_fondamental_small.pdf The secondary school curriculum is available (in French or German) at	

curriculum?

- The Middle Ages
- Luxembourg
- Industrialisation
- The second world war

In the first three years of general secondary education, the curriculum covers the following areas, although others can also be added. The same areas are covered in both the classical or modern programmes. It is expected that the history of Luxembourg will be integrated into the teaching of these areas:

- The introduction to the subject history/arrangement of the 4 large epochs of history
- the characteristics of an early advanced culture (e.g. Egypt /Mesopotamien/ Crete)
- The Greeks
- The Roman republic (to Caesar)
- The city in the Middle Ages
- Conflicts in medieval Europe
- The humanism and the Renaissance
- The discovery and conquest of the new world
- Faith splitting and faith fights
- The 30 Year war
- The Holy Roman Empire
- Christianity and Islam
- People movements
- The Middles Ages
- The Crusades

In the final four years of secondary education, teaching covers the following areas. Again the history of Luxembourg is to be integrated into the study of these subjects but they should also take into the account the factors that unify European history and that of the rest of the world and the effects that these can have.

- 1830 and 1848 Revolutions in Europe
- Ideas of liberalism and nationalism in nineteenth century Europe
- Industrialisation
- Imperialism and Colonisation

- The First World WarRussian Revolution of 1917 and its aftermath
- 1919 to 1939
- Second World War
- International Relations 1945 to 1989
- Colonisation and decolonisation
- The Middle and Near East
- Europe after 1945.

Italy*

Is there a national curriculum and if yes, where can this be found?	In 2007, following a change of government, the <i>Indicazioni nazionali</i> were replaced temporarily by the <i>Indicazioni per il curricolo</i> (Guidelines for the curriculum). According to Presidential Decree 89/2009 the <i>Indicazioni nazionali</i> of 2004 as updated by the <i>Indicazioni per il curricolo</i> of 2007 will be implemented starting for no longer than three years starting from school year 2009/2010. From school year 2009/2010 to 2011/2010, the activities carried out by schools will be monitored by the National Agency for the Development of School Autonomy (<i>ANSAS</i>) and the National Institute for the Evaluation of the Education System (<i>INVALSI</i>). The monitoring outcomes will be used for a review of the <i>Indicazioni nazionali</i> of 2004, if required. The National Curriculum can be found at the following link (in Italian) www.indire.it/indicazioni/show_attach.php?id_cnt=4709
How is it described in	The Indicazioni divide the curriculum into broad disciplines and each discipline has discrete subjects. History is a discrete
curriculum documentation?	subject under the broad discipline of geography and history.
	History, alongside civics education and geography is part of the common curriculum in lower secondary schools (scuole
When is history taught?	medie).
	It is also a compulsory subject in all the branches (general, technical and vocational) of upper secondary education.
What is taught?	By the end of primary education (at age 11) pupils are expected to :
	know about the significant elements of their past life environment
Is there a clear balance between national and	 understand the basic aspects of prehistory, the early history and ancient history know how to use a time line
international history in the curriculum?	 Have studied Greek and Roman civilisations, and identify the relationship between human groups and spatial contexts.
	recognise the historic traces in the area and understands the importance of artistic and cultural heritage.
	By the end of lower secondary education (at age 14) pupils are expected to:
	enquire autonomously on historical events
	 know the fundamental steps of the Italian history; from Middle Ages through to the Unitary state and to the Republic
	know the fundamental processes of medieval, modern and contemporary European history

- know the fundamental processes of world history; from Neolithic civilisation to industrial revolution and globalisation
- know the significant elements of their environment history
- know the cultural heritage of Italy and of the mankind
- have developed their own study method, understood historical texts, gather historical information through different kinds of sources and able to organise them in a text
- be able to make historical connections and to argue their own reflections
- use their knowledge and skills to orientate themselves in the present, understand different cultures and opinions, understand the fundamental problems of the cotemporary world.

No information is provided about the content of the upper secondary education due to the difficulties of keeping track of the number of different study branches.

Netherlands*

Is there a national curriculum and if yes, where can this be found?	The Primary Education Act 1998 (WPO) and the Expertise Centres Act (WEC) require schools to teach various subjects. An indication is given per subject of what pupils must learn; in the form of attainment targets. Attainment targets indicate what schools must offer pupils in terms of teaching matter, focusing not only on cognitive and emotional development but also on creativity and social, cultural and physical skills. Schools are free, within the framework set by the government, to decide how much time is spent on the various subjects and areas of the curriculum, and when. The targets define in broad terms the core curriculum at primary schools (primair onderwijs) and ensure that pupils are prepared for secondary school.
How is it described in curriculum documentation? When is history taught?	Since 1 August 2006, under the terms of the revised Primary Education Act, schools must provide teaching in six curriculum areas. Schools are; however, free to determine how many teaching periods to devote to each subject. History is covered in the social and enviromental studies area alongside geography, science (including biology), citizenship, social and life skills (including road safety).
	In lower secondary education, history is presented in the man and society subject area. The area covers 12 core objectives covering asking questions and doing research, placing phenomena in time and space, using sources, the organisation of themes and the ideas of citizenship.
	History is a compulsory element of core objectives in both levels of education. There is no change in its status throughout the education phases. It is an integrated part of the core objectives Personal and World Orientation in Primary Education and Man and Society in lower secondary. It is up to schools to work out the core objectives in their curriculum and in which way they want to interpret them. What and how history is taught is also at the school's discretion; the final test in primary education, which includes history, will determine the content of history education.
What is taught?	The Ministry of Education, Culture and Science has devised a timeline of Dutch history and culture, known as the Canon, made up of fifty icons. The Canon was intended to be compulsory in connection with the core objectives. From the school
Is there a clear balance between national and international history in the	year 2009-2010 the Canon can be used as a source of inspiration for the history lessons in upper primary education (5th-8th forms) and lower secondary education.
curriculum?	The purpose is to provide a framework that will facilitate learning about the past. The Canon fits within existing attainment targets and is intended for the upper classes of primary school and the lower classes of secondary school. It comes complete

with illustrations and suggestions for use, and will be reviewed every five years.

Within the core objective of Personal and World Orientation in primary education pupils learn

- how to use simple historic sources and learn to handle time indications and arrangements.
- the characteristic aspects of the following eras: hunters and farmers; Greeks and Romans; monks and knights; cities and states; explorers and reformers; kings and regents; revolutions and periwigs; commoners and steam engines; the World Wars and the Holocaust; television and the computer.
- The important historic persons and events from Dutch history and are able to connect these with examples from world history.

Within the core objective of Man and Society in lower secondary pupils learn

- how to use a framework of ten periods to correctly place events, developments, and persons. The pupil learns about the characteristic aspects of the following eras:
 - o era of hunters and farmers (prehistory up to 3000 BC);
 - o era of the Greeks and Romans (3000 BC 500 AD);
 - era of monks and knights (500 1000 AD);
 - o era of cities and states (1000 1500 AD);
 - o era of explorers and reformers (1500 1600 AD);
 - o era of kings and regents (1600 1700 AD);
 - era of revolutions and periwigs (1700 1800 AD);
 - o era of commoners and steam engines (1800 1900 AD);
 - \circ era of the World Wars (1900 1950 AD); and
- the television and computer age (1950 AD today);

The pupil will at least learn to connect events and developments in the twentieth century (including the World Wars and the Holocaust) and present-day developments, how to use an up-to-date view of their own environment, the Netherlands, Europe, and the world, in order to correctly place phenomena and developments in their environment.

The core objectives pay attention to both national and international history.

Norway*

Is there a national curriculum	Subjects throughout compulsory school include Norwegian, English, Mathematics, Natural Science, Social studies,
and if yes, where can this be found?	Christianity Religious and Ethical Education, Arts and Crafts, Food and Health, Music and Physical Education.
	Details of the subject syllabus for history (as part of social studies) during compulsory education are available (in English) from the website of the Norwegian Directorate for Education and Training:
	http://www.utdanningsdirektoratet.no/Artikler/ Lareplaner/ english/Common-core-subjects-in-primary-and-secondary-education/
How is it described in	Social studies and history are taught throughout compulsory education for student in Grades 1-7 (students aged six to 13)
curriculum documentation?	and Grades 8-10 (students aged 13 to 16).
When is history taught?	In the Programme for Specialization in General Studies during upper secondary education, the common subjects are Norwegian, Mathematics, Natural Science, English, Social Science, Geography, History , Religion and Ethics, and Physical Education)
What is taught?	The main subject area for history focuses on examining and discussing how man and society have changed over the centuries. History also includes how humans create pictures and shape their own understanding of the past. Developing
Is there a clear balance between national and	historical overviews and insights, and training skills in everyday life and participation in society are key elements of this main subject area.
international history in the curriculum?	There is at present time no way of describing what is actually being taught in the classroom. Norway gives the local level (every county/municipality and each school) a fairly large degree of freedom when it comes to the decomposition of the national overall curriculum.
	Curriculum documents set out the competences to be obtained at the age of set grades.
	The competence aims for children at the end of Year 4 (aged 10) are to be able to:
	 use the concepts past, present and future in relation to him-/herself and his or her family
	 present historical topics using written text, drawings, images, film, models and digital tools
	 create narratives about people in the past and talk about differences and similarities then and now
	explore sources and use them to make copies of artefacts from the past
	 tell others about his or her own family one or two generations back in time, and about how the way of life and living conditions have changed

- recognise historical remnants in his or her own local environment and examine local collections, monuments and artefacts
- elaborate on myths, legends and folk tales with historical content
- describe how stone age people lived as hunters and gatherers by imagining about the first people who came to our country after the ice age
- tell others about the Sami people, Norway's indigenous population, and about key characteristics of the culture and living conditions for the Sami people up to the Viking period
- tell others about how agriculture changed living conditions in Norway and the Nordic countries and describe main characteristics of the bronze age and iron age
- explain why 17 May and 6 February are celebrated, and tell others about the national day in other countries.

The competence aims for children at the end of year 7 (aged 13) are to be able to

- use the term "period" and show relationships between the past and the present by placing a number of historic events on a time line
- present historic events by making two narratives about the same event seen from different perspectives
- create narratives about people in the past and use these narratives to show how people think and act based on the community they are living in
- explore different sources, illustrate how they might provide different information about the past, and explain how historians use these to prepare historic presentations
- tell others about the main characteristics of social development in Norway from the Viking period and to the end of the Danish-dominated period, and explain in detail a key topic from this period
- tell others about the central characteristics of the culture and living conditions for the Sami people from the Viking period until the end of the Danish-dominated period, and about their relations to states in the north during this period
- elaborate on which national minorities exist in Norway, and describe the main characteristics of the history and living conditions of these minorities
- prepare visual presentations of two or more early river cultures using digital tools
- examine Greek and Roman communities in antiquity and find examples of how their culture has influenced our culture
- elaborate on central characteristics of the following epochs: the Middle Ages, Renaissance and Enlightenment in Europe and discuss reasons for this division into periods
- use historical maps and present trips of discovery and exploration made by Europeans, describe cultural encounters and how the different cultures perceived these encounters

The competence aims for children at the end of year10 (aged 16) are to be able to

- find examples of events that have helped shape modern Norway, and reflect on how society might have been different if these events had developed differently
- present a historic event based on different ideologies
- create narratives about people in the past, and thus show how frameworks and values in society influence thoughts and actions
- search for and select sources, assess them critically and show how different sources might present history differently
- discuss and elaborate on the value of human life, and place racism and discrimination in a historical and contemporary perspective with pupils from other schools by using digital communication tools
- present the main characteristics of the history and culture of the Sami people from the end of the Danishdominated period up to the present, and discuss and elaborate on their relation to greater society
- present important features of developments in Norwegian history in the 1800s and the first half of the 1900s, and explain how these point toward the society we have today
- explain the emergence of the welfare state and describe characteristics of modern Norway
- explain technological and social changes due to the industrial revolution
- discuss and elaborate on ideas and forces that led to the American struggle for freedom and the French revolution,
 and the consequences these had for the development of democracy in Norway
- elaborate on imperialism and provide examples of de-colonisation
- prepare questions on central international conflicts in the 1900s and in the present century, formulate causal explanations and discuss consequences of the conflicts
- discuss and elaborate on important changes in society in recent times and reflect on how today's society opens to new changes.

Throughout the curriculum emphasis is placed on international relations. Local (historical) content forms a larger part of the curriculum in the early years (1-7), compared to year 8-10. There is a clear balance between national and international history.

Poland*

Is there a national curriculum and if yes, where can this be found?	Core curricula have to be respected by each school - but teachers are free to follow one of the existing curricula or prepare on an individual basis as well as using various textbooks (selected from a list approved by the Minister). All curricula used at a particular school have to be approved by the headteacher.
	Please note that a major reform of core curricula is underway. It has currently been introduced into pre-school education, grades 1 and 2 (ages 7 to 9) of primary school and grades 1 and 2 (ages 13 to 15) of lower secondary school in the school year 2010-11.
	Reference documents: The "old" core curricula for history are included in the Regulation by the Minister of National Education and Sport of 26 February 2002.
	The "new" core curricula for history are included in the Regulation by the Minister of National Education of 23 December 2008.
	There is no English version available.
How is it described in curriculum documentation?	History and civics are compulsory educational activities and are taught for 4 hours a week over a period of 3 years in primary education (grades 4 to 6, ages 10 to 13). At this level the new core curriculum is yet to be introduced.
When is history taught?	History is a compulsory educational activity in lower secondary education (for students aged 13 to 16 years) and taught for 6 hours a week over a period of 3 years. The new core curriculum and outline timetables that have been introduced for 2010-11 state that in grades 1 and 2 of lower secondary school the number of teaching hours devoted to history should be a minimum of 190 hours over a period of three years.
	History is also compulsory in upper secondary education (e.g. 5 hours a week over a period of 3 years in general upper secondary education). However, in upper secondary education it is possible to increase the number of hours of some subjects (e.g. history) as it depends on the "profile" of the class (e.g. humanities, biology/chemistry, maths and physics, etc.). At this level the new core curriculum is yet to be introduced.
What is taught?	The content of core curricula presented below is based on the old core curricula. An explanatory note concerning the new curricula follows.

Is there a clear balance between national and international history in the curriculum? Grades 4 to 6 of primary school (ages 10 to 13) ("old" core curricula still valid): History and civics is a compulsory subject and it contains the following contents (examples only):

- Regions in Poland
- My homeland and the most important events in the history of Poland
- Most important elements in the Polish cultural heritage
- Poland geographical aspects
- My cultural heritage ancient culture, elements of Europe's history, Mediterranean roots of Polish culture
- Poland in Europe integration in the EU
- National holidays and symbols, international holidays and symbols

Grade3 of lower secondary school ("old" core curricula still valid): The curriculum covers detailed history of Poland starting with the first *Piast* dynasty and ending with the changes after 1945 which include establishment of Solidarity and martial law as well as the developments of 1989 and the process of building of the III Polish independent state. Other topics include:

- Living conditions in the prehistoric times
- Ancient civilizations Egypt, Israel, Greece and Rome
- Development of Christianity
- Europe and Mediterranean world in the Middle Ages diversification of medieval culture.
- •

Upper secondary schools – general, specialized and technical ("old" core curricula still valid):

History is a separate compulsory subject. The curriculum covers the following topics:

World

- Diversity of civilizations
- Progress and crisis in civilization. Social conflicts. War, genocide, Holocaust
- Historical development of material culture
- A state as a basic form of organization for a society

Europe

- Foundations of Europe
- The process of shaping of the European nations
- Changes in structure, consciousness and habits of European societies

Poland

- The Polish state and its forms
- Polish national and political consciousness
- Poland in the economic and social history of Europe
- Attitudes of individuals and social groups towards the historical situation
- Multiculturalism in the history of Poland the role of Christian religion

Region

- The small homeland and the Polish state
- Separate history and contribution to the Polish history by the region
- Historical roots of specific regional culture
- Historical monuments and places of interest in the region

Family and individual person

• History of an individual person and a family as a part of general historical changes

Teaching of history is focused on the following tasks:

- making pupils interested in the historical past
- development of the sense of belonging in a group/local community/region/ country/ Europe
- shaping of patriotic attitudes
- development of understanding of historical processes and ability to work with historical data
- understanding of notions and values
- development of historical and critical thinking
- preparation to participation in different groups and communities, tolerance and understanding of other cultures and social groups

Explanatory note: In the old core curricula framework, history covered the full history of Poland three times. In grades 4 to 6 of primary school which covered more of a story telling attitude and less detail. In a more detailed and analytical manner in grades 1 to 3 of lower secondary school and in a profound and scientific manner in upper secondary school.

In all three levels the history of Europe and the World has been always presented as a background for historical events in

Poland, and constitutes less than 50% of the core curriculum for this subject. The more precise calculation would require further in-depth analysis.

The new core curriculum has introduced a major change; the full cycle of the history of Poland is taught only twice:

- In grades 4 to 6 of primary school (stage 2, a light and less detailed version due to pupils' young age)
- In a 6 year cycle of combined grades 1 to 3 of lower secondary school (stage III) and grades 1 to 3 of upper secondary school (stage IV).

This approach allows teachers to undertake a more analytical approach in the six year cycle and provide students with more in-depth information. In upper secondary school, history will be taught using two different approaches either a basic approach for students who decide to undertake major subjects such as math or science and an extended approach for those who decide to take humanities as their major subject.

There is a separate detailed core curriculum for every approach. This solution will replace the current concept of "profile" classes which was mentioned above.

The new core curriculum for history for stage III (grades 1 to 3 of lower secondary school) covers history of mankind starting with first humans and ancient civilizations, and the foundation of the Polish state up to the World War I.

In grades 1 to 3 of upper secondary school (stage IV) history is taught starting with the political situation after the war and it ends with the Poland's accession to the European Union. Roughly speaking the division of topics is Polish history – over 50% and global and European history – less than 50%. Again, it would be very difficult to make this estimation more precise. Please, remember that so far this new core curriculum has been introduced in grades 1 and 2 of lower secondary school (2010/11) so the upper secondary part of it has not yet been operational.

Portugal

Is there a national curriculum and if yes, where can this be found?	The curriculum is determined at national level. The Ministry of Education also defines the teaching methods guidelines, which are adapted in each school by teachers, in close relationship with the school education plan.
Touriu.	The general compulsory subjects are: Portuguese; Maths; Foreign languages; History and Geography of Portugal; Sciences; Physical education; Arts.
How is it described in curriculum documentation?	History and Geography of Portugal are first introduced in the Languages & Social Studies area during the 2nd cycle of ensino básico (basic education) (5th and 6th years of schooling – children aged 10 to 12 years).
When is history taught?	History and geography are taught in the 3rd. cycle of <i>ensino básico</i> (7th, 8th and 9th years of schooling – students (aged 12 to 15 years)
	No history appears to be taught during upper secondary education.
What is taught?	No information about curriculum content was found.
Is there a clear balance	
between national and	
international history in the curriculum?	

Scotland*

Is there a national curriculum and if yes, where can this be found?	The curriculum in Scottish Primary schools is not determined by statute or regulation but by advice provided by the Government in non-statutory guidance. Current guidelines are provided in the new Curriculum For Excellence. It is available online: http://www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexcellence/curriculumasawhole.asp
How is it described in curriculum documentation?	Curriculum for Excellence sets out eight curriculum areas: • Expressive arts
	Health and wellbeing
When is history taught?	 Languages Mathematics Religious and moral education
	Sciences
	Social studies
	Technologies
	History is covered by the Social Studies curriculum area and focuses on children and young people's knowledge, understanding and skills in their studies of people, past events, society, place, environment, economy and business.
	All children and young people in Scotland have an entitlement to a broad general education from pre-school to the end of S3 (pupils aged 14 to 15) which includes developing knowledge and understanding of society, the world and Scotland's place in it. Guidance can be found on the Learning and Teaching Scotland website on the Social Studies principles and practice document and the experience and outcomes which are essential reading for practitioners teaching history in Scotland.
	http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/socialstudies/index.asp
	There are also a wide range of support materials including guidance on Planning for the Scottish Dimension and Scotland's History online resources.
What is taught?	Children and young people's experiences are broadened using Scottish, British, European and wider contexts for learning,

Is there a clear balance between national and international history in the curriculum?

while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland.

The document setting out 'experiences and outcomes' for the social studies areas includes the following outcomes for social science learning:

- develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world
- broaden my understanding of the world by learning about human activities and achievements in the past and present
- develop my understanding of my own values, beliefs and cultures and those of others
- develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

 $\label{link} A \ link \ is \ also \ provided \ to \ resources \ to \ support \ the \ national \ History \ qualifications.$

http://www.ltscotland.org.uk/scotlandshistory/index.asp

http://www.ltscotland.org.uk/nationalqualifications/subjects/history.asp

Slovakia

The national educational programme defines the compulsory curriculum. School educational programmes have to be in
accordance with the national educational programme and be approved by the Ministry of Education.
In primary education (children aged six to 10) curriculum is divided into seven educational areas based on defining the
content of education and key competencies. History and geography alongside nature and science are the two subjects which make up the Nature and Science educational area.
During lower secondary education (students aged 10 to 15) history, geography and civics make up the educational area of man and society .
Secondary education (designed for pupils aged 15/16 – 18/19 years) is carried out in three types of secondary school: <i>gymnasium</i> , secondary specialized school and conservatory. The compulsory subjects are the same for all pupils within the same type of education and all students follow a history course; the amount of time devoted to this depends on the pathway (general, vocational, dance/music) chosen.
No information about curriculum content was found.

Slovenia*

Is there a national curriculum and if yes, where can this be found?	National curricular documents consist of the curriculum for the 9-year basic school, syllabi for compulsory and optional subjects along with the definitions of cross curricular content. The curriculum specifies the exact number of yearly and weekly lessons for individual subjects, the number of discussion periods and the minimum number of hours, required for the implementation of the curriculum.
How is it described in curriculum documentation? When is history taught?	History is not compulsory until the 6 th year (age 11 onwards) of schooling. Although students in Years 4 and 5 (aged nine to 10) do study social science . Prior to this, some aspects of the study history appear in other subjects, such as insights to surroundings and social science .
when is history taught:	History is compulsory from 6 th to 9 th year, each year undertakes two 45 minute periods per week with the exception of the 6 th year who undertake one 45 minute period per week. In basic education the curriculum consists of a total of 235 periods of history. In addition, pupils in years 7-9 may also choose to study Let us discover the past of the place we live in , which is an optional subject (schools are not obliged to offer it and pupils are not obliged to pick it up from the long list of optional subjects).
	In upper secondary general school (<i>gimnazija</i>) history is a compulsory subject in all four years (students aged 14 to 19). The curriculum consists of a total of 280 to 350 periods of history. Students who choose history for the <i>matura</i> examination receive 70 – 140 periods of history above the required minimum.
What is taught?	In basic education, approximately 40-45% of history is devoted to national topics.
Is there a clear balance between national and international history in the curriculum?	In general upper secondary education, the proportions are the following: 3/5 of international and 2/5 of national history.

Spain

Is there a national curriculum and if yes, where can this be found?	The central Government, through the Ministry of Education, establishes core curricula , which must be respected throughout Spain. These contain the basic curriculum content and objectives, skills to be acquired, and assessment criteria and form the basis on which the 17 Autonomous Communities in Spain establish their own curriculum.
	The decree setting out the content of primary education, is available to download (in Spanish) from http://www.boe.es/boe/dias/2006/12/08/pdfs/A43053-43102.pdf
	The decree setting out the content of compulsory education is available to download (in Spanish) from http://www.boe.es/boe/dias/2007/01/05/pdfs/A00677-00773.pdf
	The decree setting out the common content of the bacillerato is available to download (in Spanish) http://www.boe.es/boe/dias/2007/11/06/pdfs/A45381-45477.pdf
How is it described in curriculum documentation?	Primary education comprises of three cycles, each one consisting of two school years, and is organised in areas of knowledge. These areas of knowledge include Natural, Social and Cultural Environment, Artistic Education, Physical Education, Spanish Language and Literature, the co-official Language and the Literature of the corresponding Autonomous Community (in the case of bilingual Communities), Foreign Language, and Mathematics. Pupils aged between six and 12 years undertake these cycles. History is covered in the Natural, Social and Cultural Environment area of knowledge and it involves 175 school hours of the school timetable. It is studied during the first and second cycle with 170 compulsory hours studied in the 3rd cycle.
	The nature of this area is essentially interdisciplinary, with a contextual and integrating approach of the interactions between individual/society, physical environment/social environment, living nature/ inert nature, nature / culture, in their spatial and time dimensions.
When is history taught?	The <u>Compulsory Secondary Education</u> (ESO) comprises of four years which are normally studied between 12 and 16 years of age.
	During lower secondary education, history is a compulsory subject and forms part of the Social studies , Geography and History area of knowledge. This subject comprises of 70 hours in each of the 4 years. Students should acquire the knowledge, skills and attitudes necessary to understand the world in which they live, the collective past and present

experiences, as well as the space where life develops in society.

On the other hand, students can voluntarily choose to study, in each year of this stage, the subject called **History and Culture of Religions**, which comprises of 140 hours distributed over the first three years and 35 hours in the 4th year.

A Royal Decree lays down the structure for the Bachillerato, specifying the common core curriculum and the subjects to be covered in each branch. The 2006 Ley Orgánica de Educación, LOE (Act on Education), establishes the following types of Bachillerato: Arts; Science and Technology, and Humanities and Social Sciences.

The Bachillerato is organised into common subjects, subject areas specific to each type of provision, and optional subjects. **Spanish history** is one of the common subjects. It comprises of 70 school hours in the first and second year. The Humanities and Social Science bachillerato also includes **Contemporary World history**.

The content of **Spanish history** tries to combine the need to provide students with an understanding of the essential features of their country's historical traditions, processes, structures and most relevant events in the different historical stages, with a more detailed study of the most current ones.

The branches of Bachillerato are the following: Arts; Science and Technology; and Humanities and Social Sciences. One of the subjects specific to the branch of Humanities and Social Sciences is **History of the Contemporary World**. Likewise, the subject of **History of Music and Dance** is taught in the Arts branch and, finally, the subject of **History of Art** both in Arts branch and in Humanities and Social Sciences.

- **History of the Contemporary World** focuses on the understanding of the world from a chronological perspective. The study covers from the crisis of The Old Regime and the significant transformation processes in the 19th century which determine, to a large extent, the 20th century, to the shaping of the present time.
- **History of Music and Dance** introduces the student to the discovering of a wide range of artistic expressions, styles and different ways of conceiving artistic creation which have taken place throughout history.
- **History of Arts** provides the student with an education in the arts field that makes it possible to observe, analyse, interpret, systematize and value the different works of art through time and spatial contextualization.

What is taught?

During primary education, the module 'changes in time' (*cambios in tempo*) introduces children to learning about history. It primarily covers ideas of time (past, present and future) and changes across time. There is some characterisation of the past societies (pre-historic, classical, medieval, the Enlightenment, industrial development and the world in the 20th century). Students also learn about key facts and people from Spanish history.

In <u>Lower Secondary Education</u>, the **Social Sciences**, **Geography and History** subject is organized in 3 units in 1st, 2nd y 4th years, and in 4 areas in 3rd year. Of all these, the ones corresponding to the field of History are:

In the first year

Unit 1: "Common contents":

- Location in time and space of the periods, cultures and civilizations and historical events.
- Identification of the causes and consequences of historical events and of the evolution processes and changes relating them to the factors which originated them.
- Contextualization of artistic expressions

Unit 3: "Prehistoric societies, first civilizations and old age"

- Hunters and gatherers
- Changes produced by the Neolithic revolution
- Significant aspects of the prehistory in Spanish territory
- The first urban civilizations.
- The classic world: Greece and Rome
- The Roman Hispania
- Origin and expansion of Christianity.
- Aims of the Roman Empire and division of the Mediterranean unit.

In the second year:

Unit 1: "Common contents":

- Location in time and space of historical times and events.
- Recognition of causes and consequences of historical events and processes

Unit 3: "Pre-industrial Societies"

- Medieval society
- Origin and expansion of Islam
- The society, the economy and power in feudal Europe
- Resurgence of the city and commercial interchange
- Culture and medieval art, the power of the Church
- The Iberian Peninsula in the Middles Ages

- Al-Andalus and the Christian kingdoms
- Life in Christian and Muslim cities
- Characteristics of the Modern State in Europe
- Political and economic evolution of the Iberian Peninsula during modern time.
- The Hispanic monarchy and the colonization of America
- Art and culture in modern times.

In the *third year*, teaching seems to focus on the other areas of this subject i.e. Social Studies and Geography. In the *fourth year*:

Unit 1: "Common contents":

- Location in time and space of the most relevant historical events and processes.
- Identification of the factors that are involved in processes of historical changes.
- Identification of the economic, social, political and cultural components which are involved in historical processes .

Unit 2: "Historical basis of contemporary society"

- Political and economic transformations in the Europe of the Old Regime
- Absolute monarchies
- Illustration
- Bourbon reforming policy in Spain
- Political and socio-economic transformations in the 19th century
- Industrial revolution
- Political revolutions and social changes
- Life in the industrial city
- Crisis of the Old Regime and construction of the liberal State in 19th Century Spain
- Great changes and conflicts in the first half of the 20th Century
- Imperialism, war and social revolution
- Transformations in 20th century Spain: crisis of the liberal State; the second Republic; Civil war; Francoism.
- Modern art and culture

Unit 3: "Contemporary world"

- The worldwide political and economic order in the second half of the 20th Century: power blocs and socio-economic models.
- The role of international bodies.
- Political transition and the configuration of the democratic State in Spain.

European Union building process. Spain and the European Union today.

In <u>Bachillerato</u>, the contents of the <u>History of Spain</u> subject are gathered in 8 areas following a chronological order and they are introduced according to the political-institutional elements.

Area 1: "Common contents":

• Location in time and space of processes, structures and relevant events in the History of Spain, identifying their economic, social, political and cultural components.

Area 2: "Historical roots of contemporary Spain"

- Prevalence of Roman heritage in Hispanic culture.
- Origin, evolution and cultural diversity of peninsular political entities in the Middle Ages: Christian kingdoms and Al-Andalus.
- Formation and evolution of Hispanic monarchy.
- Overseas expansion and creation of the colonial empire.
- Political, economical and social characteristics of the Old Regime.
- The Bourbons' centralizing politics.

Area 3: "The Old Regime crisis":

- The Bourbon monarchy crisis.
- The Independence War and the beginnings of the liberal revolution.
- The 1812 Constitution.
- Absolutism versus liberalism.
- Political evolution of Fernando VII's reign.
- Spanish America emancipation.

Area 4: "Building and consolidation of the Liberal State":

- Liberal revolution in Isabel II's reign.
- Carlism and civil war.
- Building and evolution of the Liberal State.
- The revolutionary Six Years: democratizing attempts.
- The Restoration regime.
- Characteristics and organization of the Canovas system

- The opposition to the system.
- Birth of periphery nationalisms.
- Colonial War and 1898 crisis.

Area 5: "Economic transformations and social changes in the 19th century and the first third of the 20th century":

- Economic transformations.
- Ecclesiastical confiscation process and agrarian changes. The peculiarities of Spanish incorporation into the industrial revolution.
- Modernisation of infrastructures: the railway.
- Social and cultural transformations.
- Demographic evolution.
- From the stratified society to the class society.
- Genesis and development of the workers' movement in Spain.
- Change of mentalities.

Area 6: "Crisis of liberal State, Second Republic and Civil War":

- Modernization attempts of the Restoration system.
- Crisis and destruction of the constitutional monarchy.
- The Morocco issue.
- Primo de Rivera's dictatorship.
- The Second Republic.
- The 1931 Constitution.
- Reform and cultural implementations policy.
- Anti-democratic reactions.
- Military uprising and civil war.
- Political and international dimension of the conflict.
- Evolution of the two areas.
- Consequences of the war.

Area 7: "The Franco dictatorship":

• The creation of the Franco State: ideological rationale and social support.

- Autarky and international isolation.
- Exploitation model for America and its importance in present-day Spain
- The consolidation of the regime.
- Economic growth and social transformations.
- Elements of change in the final stage of Franco.
- The democratic opposition.

Area 8: "The present-day Spain":

- The transition process to democracy.
- The 1978 Constitution. Constitutional principles, institutional and regional development.
- The democratic governments.
- Social, economic and cultural changes.
- Spain in the European Union.

As is to be expected – Spanish history concentrates exclusively on the history of Spain from the roots of modern Spain in classical times to Spain's membership of the European Union.

Is there a clear balance between national and international history in the curriculum?

In the case of **Compulsory Secondary Education** there is a balance between the historical international and national focus. In all years of this stage, it starts with a universal historical approach where the specific issues regarding the history of Spain are subsequently framed.

Likewise, in the case of **Bachillerato**, there is a balance between the national and international historical approach. Thus, the rules that regulate the curriculum of the **Spanish history** subject, compulsory for all students in 1st and 2nd years of Bachillerato, includes an assessment criteria which explicitly mentions the necessary verification by teachers of the fact that students have the skills to identify and link historical episodes and outstanding periods in the History of Spain and those which take place in the international context, particularly in Europe and Latin America, highlighting the consequences derived from one and the other.

Moreover, one of the subjects specific to the branch of Humanities and Social Sciences is **History of the Contemporary World**. This subject focuses on the understanding of the world from a chronological perspective.

Likewise, the subject of **History of Music and Dance** is taught in the Arts branch and, finally, the subject of **History of Art**

both in Arts branch and in Humanities and Social Sciences. The subject of **History of Music and Dance** introduces the student to the discovering of a wide range of artistic expressions, styles and different ways of conceiving artistic creation which have taken place throughout international history. Finally, the subject of **History of Arts** provides the student with an education in the arts field that makes it possible to observe, analyse, interpret, systematize and value the different international pieces of art through different times and parts of the world.

Sweden*

Is there a national curriculum and if yes, where can this be found?	Since 1998, as a result of the introduction of a curriculum for the pre-school, the education system has comprised of three curricula: one for the pre-school (Lpfö 98); a second for the <i>grundskola</i> , which also covers the pre-school class for children aged 6 to 7 where this is provided in the <i>grundskola</i> and after-school centres (Lpo 94); and a curriculum for upper secondary school (Lpf 94). The aim is that the three curricula should link into each other and take a common view of knowledge, development and learning.
How is it described in curriculum documentation?	The school is responsible for ensuring that all pupils completing compulsory school: have knowledge about the national minorities' cultures, languages, religions and history . A deep knowledge of Swedish culture and history as well as the Swedish language shall be strengthened through education in many school subjects.
When is history taught?	History is classed as a social science and is not a core subject (Swedish, English and mathematics). Social sciences also includes Geography, religious education and civics
What is taught? Is there a clear balance	History covers elements from political, economic and social history, as well as cultural history. The subject takes as its starting point the forces that have shaped personal and collective historical identity. Essential parts of the subject are thus Swedish and Nordic culture, including Sami and European culture.
between national and international history in the curriculum?	In the subject, time and historical awareness are principal concepts. The subject provides a multifaceted picture of events and processes. This includes social, economic, technical and cultural progress, as well as conflicts, tensions and shifts of power within and between countries. A common framework covers knowledge of one's own history, the history of one's home district and the basic parts of Swedish and Nordic history.
	 be familiar with the history of their home district and how this has shaped its culture, be familiar with the main features of selected parts of Swedish and Nordic history, and be able to make comparisons with some other countries, be able to relate and compare how men, women and children lived and thought in different environments and periods in Sweden, and in some other places around the world.
	By the end of the ninth year (age 16) of schooling, pupils should: • be able to present important events and be familiar with the personalities, ideas and changes in the historical development of Sweden, the Nordic area and Europe, as well as be able to make comparisons with other countries,

- be familiar with historical developments in some of the world's leading powers during different periods,
- have an insight into how major social upheavals have altered Man's living conditions,
- be able to identify and reflect on some of the different historical events and developments of significance for our own age,
- be aware of and able to give examples of historical events and conditions that can be looked at from different points of view,
- be able to reflect over how information and propaganda have been used before and are used today as a means of exerting influence.

Pupils should also

- be able to present important events and be familiar with the personalities, ideas and changes in the historical development of Sweden, the Nordic area and Europe, as well as be able to make comparisons with other countries,
- be familiar with historical developments in some of the world's leading powers during different periods,.

Turkey

Is there a national curriculum	During compulsory education (children aged six- to 14-years). course schedules are prepared centrally and the same
and if yes, where can this be	programmes are applied in across the country. There are both compulsory and elective subjects. Elective courses are
found?	chosen from the centrally provided courses at the beginning of the school year by teachers who have considered the
	conditions of school and environment, students' interests, wishes and needs, and parents' opinions.
	Teaching subjects in post-compulsory secondary education (students aged 14- to 18-years-old) are grouped as follows: (a)
	common culture subjects, compulsory for all students; (b) specialized compulsory subjects which vary according to the
	branch considered; and (c) elective subjects, which also vary according to the branch considered
How is it described in	Social science is taught in Grades 4 to 7 (children aged nine to 13) and T.R. History of Reforms and Kemalism in Grade 8
curriculum documentation?	(children aged 13 to 14).
	In the first year of upper secondary education, common culture subjects include: Turkish language and literature; Religious
When is history taught?	culture and ethics; History ; Geography; Mathematics; Biology; Physics; Chemistry; Hygiene; Foreign language; and Physical
	education. Within the social science branch, which students may choose, , students have compulsory history and history of
	the Turkish Republic courses. There are also optional field courses in the General History of Turkey and History of the
	Ottomans.
What is taught?	No information about curriculum content was found.