



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA  
DIPARTIMENTO DI STORIA CULTURE CIVILTÀ

## L'ENSEIGNEMENT DE L'HISTOIRE EN EUROPE : ENTRE DE- NATIONALISATION ET RE- NATIONALISATION

*Dipartimento di Storia Culture Civiltà, università degli studi di Bologna*  
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INSTITUT  
FRANÇAIS  
ITALIA

### ***Suède : une discipline « en danger d'extinction » ? Nouveaux usages des mémoires impératives et profils curriculaires de l'histoire scolaire***

***A subject « at risk of extinction » ? New uses of binding  
memories and curricular profiles of history teaching in Sweden***

Piero S. Colla, lab. AGORA et université de Strasbourg



## History teaching in compulsory schools curricula

Year of the revision of the curricula or of the educational system ( <i>grundskola</i> )	Final 3-year period. Total number of hours per week - sum of the 3 years
1950	9,5
1958/1960	9,5
1962/65	3 - 5
1969/70	4
1980	4 (estimation - no fixed allocation)
1994	

## ...and at high-school (1950's to 1990's)

<i>Gymnasium</i> Three-year or two-year high school / vocational trainings  Weekly amount of time - sum of the three years
9 - 13
7 - 9 (Three-year courses)
6 - 8 (vocational coursee : 4 )
4 - 8 (theoretical courses). Others : 0
3 - 6 (theoretical courses) 0 - 3 (other courses)

## ***OUTLINE CHRONOLOGY***

**1988** : Reform of the school financing system, devolution of resource allocation to the municipal level.

**1989** : Municipalisation of the management of public schools and of teachers' employment conditions

**1990** : Abolition of the National School Administration

**1993** : New compulsory school and high school curricula, transition to management by objectives - Lpo94

### **LATE 1990s**

- Reform of teachers' training, shorter disciplinary training (1997-1999)
- Easing of qualification conditions for teachers
- Abolition of national time plans

***When someone says the word 'didactics',  
turn around and run!***

G. Löfdhal,

*Head of Svenska Institutet*

*President of the National Council for Culture (Kulturradet)*

*State Secretary in the Ministry of Education 1994-1998*

## *LGR 80 (compulsory schools curriculum)*

Main thematic areas of the macro-subject SOCIAL ORIENTATION  
(comprising Social studies, History, Geography and Religion):

- **MAN**
- **HUMAN ENVIRONMENT**
- **HUMAN ACTIVITY - THE TIME PERSPECTIVE**
- **HUMAN ACTIVITY - THE SOCIAL PERSPECTIVE**
- **MAN'S QUESTIONS ABOUT LIFE AND EXISTENCE**
- **RELIGIOUS STUDIES**

*Presentation of the single subjects in Lgr 80*

***GOAL: why do we study this subject?***

***OBJECTIVES : what is the aim of this teaching?***

***MAIN POINTS: what topics will we cover?***

***ORIENTATIONS: how should we work?***

### **« SOCIAL ORIENTATION » SUBJECTS – THE GOALS**

- *Pupils should learn to understand the conditions of human life, and their interaction with the environment, technology and nature,*
- *Pupils should acquire knowledge about nature and its laws,*
- *Pupils should acquire knowledge about human activity, **past and present,***
- *Pupils should acquire knowledge about the rights and duties of citizens,*
- *Pupils should acquire knowledge and be brought into contact with visions of life.*

**EXHIBITION *DEN SVENSKA HISTORIEN* (1993) -  
OPENING OF THE EXHIBITION**



**Hedvig Elisabet Charlotta,**

***The SKOLA FÖR BILDNING report (1992:94) : a new status for cultural heritages***

*...the **historical perspective** could become the tie that connects the school subjects*

***Knowledge and awareness of our own cultural heritage*** - both Swedish and that of the wider cultural community to which we belong - must be provided in schools.

*Through **historical consciousness** and the meaningfulness that history as a school subject can give to the growing up generation more clearly than any other subject, the subject has an important role in promoting the development of young people's **cultural identity** and in increasing young people's ability to understand the present and to influence the future.*

***Conceptual innovations in the FINALITIES of history teaching.  
Curricula revised after 1990.***

**SKOLAN FÖR BILDNING  
SOU 1992:94  
(pre-legislative report)**

***Historical perspective as a link between all subjects***  
***Historical Culture (kulturarvet)      Historical Consciousness.***  
**Cultural Heritage**

**LPF 94  
(high-school)**

**Historical perspective      Empathy      Identity**  
**Consciousness about your own      A firm identity**  
**cultural heritage**  
**The principles of source criticism**

**Lgr 2011  
(comprehensive school)  
Lgy 2011 (high-school)**

**An historical framework (chronology is back)**  
**Historical education (*bildning*)**  
**A reflexive approach : « How history is used »**

*We have to ask for the past as something living in the present...*

(J. Rüsen, **Fictionality, Narrativity, Objectivity....**  
Montreal, Proceedings from the 18th International  
Congress of Historical Sciences, 1995)

## LpO 94

### Targets to be achieved at the end of the year 9

- *The student should be able to relate to the historical development of some leading world powers in the past and present.*
- *The student should have an understanding of how people lived and made their living in pre-industrial societies and how industrialisation and other major upheavals have changed the human condition.*
- *The student should be able to identify and reflect on a number of events or developments of significance to his or her own time.*
- *The student should be aware that historical events and conditions can be viewed in different ways.*



S. Bruchfeld, P. A. Levine, *Om detta må ni berätta (« Racontez-le à vos enfants... »)*, Stockholm, Natur & Kultur, 1997, 2013.

## ***Lgr 2011***

### **Targets to be achieved at the end of the year 9**

**The teaching of history should cover the following core content  
(years 7 – 9)**

*Ancient civilizations, from prehistoric times to around 1700*

*Comparisons between the emergence and development of some advanced civilisations up to the 18th century, for example in Africa, America and Asia.*

*Antiquity, its distinctive features as an epoch and its significance for our own times.*

*What historical sources from some advanced civilisations, for example in Asia or America, can tell us about similarities and differences in the living conditions of children, women and men.*

*(...)*

*The Association of History Teachers works to strengthen the quality and conditions of history teaching and therefore seeks:*

*that the historical perspective, which is mentioned in both the curricula and the decision on teachers' certifications, **be given concrete form and a legitimate place in all relevant contexts, i.e. in all school teaching and all teacher training,***

*that the **level of knowledge of pupils** is regularly tested by national tests in history and that grading is thus given the best possible conditions, and*

*that history teachers are given the opportunity, as part of their employment, for **regular contacts and exchanges of experience with colleagues, both within the country and in the rest of the Nordic countries and Europe.***

(2011)