

Curriculum for history

This is a translation from Norwegian Bokmål of the official Norwegian subject curriculum text.

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About the subject

Relevance and central values

History is a key subject for cultural and societal understanding, identity development and all-round development. The subject aims to help the pupils to understand themselves and society and the fact that the structures, values and attitudes of today are rooted in the past. The pupils shall develop insight into major historical events and connections and the options people had in the past. Moreover, the subject contributes to making pupils more active informed citizens who can take a stand and view current challenges within an historical context. Understanding that the world has changed and that the present and future may be different is an important underpinning for active participation in society. The subject shall help the pupils to develop the ability to think critically and scientifically so they can acquire knowledge and understand how knowledge evolves and how representations of the past are both used and abused. This will give the pupils competence that will prepare them for participation in society and working life.

All subjects shall help the pupils to understand the value system for learning. History shall develop the pupils' insight into Norwegian and Sami history and cultural heritage, as well as an appreciation of diversity. The subject also helps to develop the pupils' awareness of how people have had impact on nature and the climate, organised themselves in societies and created and resolved conflicts. The pupils shall also gain an understanding of democratic values and human rights, as well as develop an appreciation of such values as equality, equal opportunity and ethical awareness through an awareness of history, historical empathy and diversity of perspectives. By taking an exploratory approach to history and developing source-critical competence, the pupils will strengthen their curiosity, engagement and deliberative thinking.

Core elements

Awareness of history

The pupils shall learn to understand themselves as being both shaped by history and as shapers of history, with a past, present and future. The pupils develop an awareness of history by taking an exploratory approach to the subject, developing source-critical competence and the ability to see different perspectives and connections within the subject. The pupils shall also develop historical empathy while acquiring an overview of history.

Exploratory history and source-critical awareness

The pupils shall develop a sense of wonder and learn to reflect on and assess how knowledge about the past is established. They shall learn to express their curiosity and actively seek and create knowledge by conducting research and shaping narratives. The pupils shall learn to acquire, interpret and use historical materials as a source in their own history presentations. Source-critical awareness refers to the ability to determine how the historical material can be used and to what degree it can shed light on the questions we ask. The pupils learn to understand that inadequate sources can limit our knowledge.

Historical empathy, connections and perspectives

The pupils shall learn to assess connections between actions, events and phenomena in the past and understand that different points of view affect how the past is understood and portrayed. They shall learn to evaluate possible cause and effect outcomes in the past and to see why systems and phenomena either change or remain stable. The pupils shall also learn to understand the challenges and actions of people in the past. At the same time, they shall learn to understand that historical developments are not predetermined, but a result of people's choices and priorities.

People and society in the past, present and future

The pupils shall develop insight into and an overview of important historical content and important themes and periods in Norwegian and international history by working on important questions. They shall learn to identify connections in history and the understanding that features of development are interrelated. The pupils shall learn to understand the significance of the past for themselves in both the present and future. How have people obtained food and a livelihood and both created and distributed wealth and resources? How have people organised themselves into a society? How have people communicated and interacted with other people? How have people created, lived with and resolved conflicts, yet also managed to live in peace? How have people been defined, how have they defined themselves and how have they perceived their place in the world?

Interdisciplinary topics

Health and life skills

In the History subject the interdisciplinary topic of health and life skills refers to providing the pupils with the understanding that they are both shaped by history and shapers of history. This shall help the pupils to understand, influence and master their own lives. The pupils shall learn to see that the past and how it is portrayed contribute to shaping how people and society perceive themselves and others. This affects the development of a secure

identity. Insight into how people have helped to shape history shall provide the pupils with the understanding that they can also help shape both their own present and their future. Such an understanding can help to give meaning to life and motivate one to make good value choices. The History subject is about how people in the past dealt with their living conditions and the pupils shall learn to develop historical empathy. This provides them with a foundation for developing respect for others and for making responsible life choices.

Democracy and citizenship

In the History subject the interdisciplinary topic of democracy and citizenship refers to providing pupils with an understanding of the origin and development of democracy. It also provides the pupils with an understanding of what makes a democracy viable. The pupils learn to see that a democracy has never been and is still not something that has come about on its own, but rather the result of choices that people have made, are making and will continue to make in the future. The History subject trains the pupils to see a diversity of perspectives and to understand that people have different priorities, attitudes and values in different contexts. Consequently, it helps to make the pupils aware of the possibilities they have to be active citizens.

Sustainability

In the History subject the interdisciplinary topic of sustainability refers to providing pupils with an understanding of the interaction between people and nature. It describes how people have related to nature and managed and utilised resources. It also sheds light on how human activity has changed the living conditions on the planet, while people have also had the ability to solve problems that have arisen. Awareness of history gives pupils an understanding of the consequences of their own choices on the history of others, thereby enabling them to be more aware of their own possibilities to contribute to a more sustainable society.

Basic skills

Oral skills

Oral skills in the History subject refers to the ability to present a subject-related topic accurately and independently and to use subject-related concepts in one's own reasoning. This also refers to listening to, assessing and responding to the input of others in subject-related dialogue. This means being able to reflect on the meaning of texts, images and film and to assume different perspectives and explain and compare points of view in historical materials and literature.

Writing

Writing in the History subject refers to the ability to plan and formulate texts using language and terminology appropriate for the purpose and receiver. It involves the ability to present subject-related topic accurately and independently and to apply subject-related knowledge and concepts in independent reflection on conditions in the past. Writing is also a means for developing and structuring one's thoughts and a method for learning in this subject. Moreover, writing refers to using different sources in a verifiable way.

Reading

Reading in the History subject refers to exploring, interpreting and reflecting on the content of history-related texts. It also refers to interpreting historical materials of different types, origins and time periods. In addition, reading refers to reflecting on how values, attitudes and points of view influence the portrayal of the past and how this portrayal is used.

Digital skills

In the History subject digital skills refers to the ability to use digital tools to acquire knowledge and develop competence in the subject. This also refers to searching for, assessing and using information critically and in a verifiable way. This also refers to using digital communication and collaboration tools in a creative and well-reasoned way, while at the same time judging the digital sources carefully.

Competence aims and assessment

Competence aims and assessment vg2

Competence aims after vg2

The pupil is expected to be able to

- reflect on how the past shapes us as people
- explore the past by asking questions and obtaining, interpreting and using various types of historical material to find the answers
- reflect on why historians divide the past into periods and assess how we can periodise the past according to different criteria
- explore and reflect on how the past is remembered locally and nationally
- explain important changes in how people have obtained food and used natural resources and assess the significance of this for people and a sustainable society

- present important demographic changes and assess the causes of these changes and their impact on people and society
- explain how trade and economic systems have affected power relationships and peoples' lives
- compare how democracy in antiquity and democracy today have given people different opportunities for democratic participation
- explore how communication and cultural encounters have influenced people in Norway and the rest of the world
- assess changes in the division and legitimacy of power from the Middle Ages to early modern times
- describe the significance of religion for society and power structures from the Middle Ages to the present and assess its role in peoples' self-perception and how they view others

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in the History subject in vg2 when they use history-studies methods combined with knowledge about the past, and when they ask questions, conduct research and find answers. The pupils also develop and demonstrate competence in the History subject when they identify connections in the past and between the past and present and when they reflect on how the context in which people lived influenced their way of thinking and choice of actions.

The teacher shall facilitate for pupil participation and stimulate their desire to learn through oral, written and practical methods for acquiring and demonstrating competence in the subject and by allowing the pupils to be curious and active knowledge seekers. The teacher and pupils shall engage in dialogue about their development in the History subject. The pupils shall be encouraged to experiment on their own in the subject. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they believe they have achieved and reflect on their own development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in the History subject.

Competence aims and assessment vg3

Competence aims after vg3

The pupil is expected to be able to

- reflect on how interpretations of the past are affected by our understanding of the present and expectations for the future

- reflect on how the past is used by different stakeholders and discuss the purpose of this use of history
- explore the past by formulating research questions, assessing and using different materials and presenting one's own conclusions
- explore a historic figure and discuss his or her ideas, options and choices in light of the time in which he or she lived
- compare different accounts of an event and reflect on the fact that historical accounts are influenced by the points of view and context of the author
- discuss the degree to which developments in different periods have been influenced by upheaval or continuity and consider what makes an event in the past meaningful
- explain ideas and ideologies that have underpinned political revolutions from the Age of Enlightenment to the present day and consider their significance for people's opportunities for democratic participation
- reflect on how technological revolutions from the industrial revolution to the present day have changed peoples' lives and shaped expectations for the future
- explain the reasons why people have migrated and discuss cultural encounters as seen from different perspectives
- explain the reasons why colonial powers conquered territories and discuss the consequences for people and societies in countries and areas that were colonised
- discuss the background for the two world wars and a sample of other major wars or conflicts and reflect on whether peace treaties have helped create peace and reconciliation
- explore the options and choices a person has in conflict situations and assess the consequences of the choices that were made
- reflect on how ideologies and ways of thinking in the twentieth century and up to the present day have contributed to oppression, terror and such genocides as the Holocaust
- analyse how portrayals of the past have been used in Norway to create a national identity and discuss the impact of this on different groups
- explore how people have strived for empowerment and emancipation in Norwegian and Sami history and explain how they have also contributed to the development of democracy
- explain the development of the welfare state in Norway in the twentieth century and discuss the consequences for peoples' lives
- assess how people have related to nature, managed and used resources and used historical perspectives in dialogue on sustainable solutions

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in the History subject in vg3 when they use history-studies

methods and material to find answers and when they understand the challenges and actions of people within historical contexts. They also develop and demonstrate competence when they formulate subject-related research questions and find and critically use historical material in their reflection and reasoning in constructing historical narratives. The pupils also develop and demonstrate competence when they present different perspectives on past events and when they reflect on how portrayals of the past are used and how the past affects them as an individual.

The teacher shall facilitate for pupil participation and stimulate their desire to learn through oral, written and practical methods for acquiring and demonstrating competence in the subject and by allowing the pupils to be curious and active knowledge seekers. The teacher and pupils shall engage in dialogue about their development in the History subject. The pupils shall be encouraged to experiment on their own in the subject. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they believe they have achieved and reflect on their own development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in the History subject.

Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupils in the History subject after completing the course in vg3. The teacher shall plan and facilitate for various ways for the pupils to demonstrate their competence, including through understanding, reflection and deliberation, and in various contexts. The teacher shall award a grade in the History subject based on the competence the pupil has demonstrated in the combined use of his or her knowledge and skills.

Competence aims and assessment vg3 Supplementary programme for general university and college admissions certification

Competence aims after vg3 - Supplementary programme for general university and college admissions certification

The pupil is expected to be able to

- reflect on how the past shapes us as people and how our interpretations of the past are affected by our understanding of the present and expectations for the future
- discuss the degree to which developments in different periods have been influenced by upheaval or continuity and consider what makes an event in the past meaningful

- reflect on how the past is used locally and by different stakeholders and discuss the purpose of this use of history
- explore the past by formulating research questions, assessing and using different material and presenting one's own conclusions
- explore a historic figure and discuss his or her ideas, options and choices in light of the time in which he or she lived
- compare different accounts of an event and reflect on the fact that historical accounts are influenced by the points of view and context of the author
- explain important changes in how people have obtained food and used natural resources and assess the significance of this for people and a sustainable society
- present important demographic changes and assess the causes of these changes and their impact on people and society
- explain how trade and economic systems have affected power relationships and peoples' lives
- describe societal changes from antiquity to early modern times and assess their significance for the division and legitimacy of power and opportunities for democratic participation
- describe the role of religion in society from the Middle Ages to the present day and assess its significance for how people have perceived themselves and others
- explain the thoughts and ideologies that have underpinned political revolutions from the Age of Enlightenment to the present day and assess their significance for the development of modern democracy
- reflect on how technological revolutions from the industrial revolution to the present day have changed peoples' lives and shaped expectations for the future
- explain the reasons why people have migrated and discuss cultural encounters as seen from different perspectives
- explain the reasons why colonial powers conquered territories and discuss the consequences of this
- describe the background for the two world wars and a sample of other major wars or conflicts in the twentieth century and reflect on whether peace treaties helped create peace and reconciliation
- explore the options and choices a person has in conflict situations and assess the consequences of the choices that were made
- reflect on how ideologies and ways of thinking in the twentieth century and up to the present day have contributed to oppression, terror and such genocides as the Holocaust
- analyse how portrayals of the past have been used in Norway to create a national identity and discuss the impact of these on different groups
- explore how people have strived for empowerment and emancipation in Norwegian and Sami history and explain how they have also contributed to the development of democracy
- explain the development of the welfare state in Norway in the twentieth century and discuss the consequences for peoples' lives

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in the History subject in vg3 Supplementary programme for general university and college admissions certification when they use history-studies methods and material to find answers and when they understand the challenges and actions of people within historical contexts. They also develop and demonstrate competence when they formulate subject-related research questions and find and critically use historical material in their reflection and reasoning in constructing historical narratives. The pupils also develop and demonstrate competence when they present different perspectives on past events and when they reflect on how portrayals of the past are used and how the past affects them as an individual.

The teacher shall facilitate for pupil participation and stimulate their desire to learn through oral, written and practical methods for acquiring and demonstrating competence in the subject and by allowing the pupils to be curious and active knowledge seekers. The teacher and pupils shall engage in dialogue about their development in the History subject. The pupils shall be encouraged to experiment on their own in the subject. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they believe they have achieved and reflect on their own development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in the History subject.

Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupils in the History subject after completing the course in vg3 Supplementary programme for general university and college admissions certification. The teacher shall plan and facilitate for various ways for the pupils to demonstrate their competence, including through understanding, reflection and deliberation, and in various contexts. The teacher shall award a grade in the History subject based on the competence the pupil has demonstrated in the combined use of his or her knowledge and skills.

Competence aims and assessment vg3 Supplementary programme for general university and college admissions certification for pupils with Sami as their first or second language or Kven or Finnish as their second language

Competence aims after vg3 Supplementary programme for general university and college admissions certification for pupils

with Sami as their first or second language or Kven or Finnish as their second language

The pupil is expected to be able to

- reflect on how the past shapes us as people and how our interpretations of the past are affected by our understanding of the present and expectations for the future
- discuss the degree to which developments in different periods have been influenced by upheaval or continuity and consider what makes an event in the past meaningful
- reflect on how the past is used locally and by different stakeholders and discuss the purpose of this use of history
- explore the past by formulating research questions, assessing and using different material and presenting one's own conclusions
- explain important changes in how people have obtained food and used natural resources and assess the significance of this for people and a sustainable society
- explain how trade and economic systems have affected power relationships and peoples' lives
- describe societal changes from antiquity to early modern times and assess their significance for the division and legitimacy of power and opportunities for democratic participation
- describe the role of religion in society from the Middle Ages to the present day and assess its significance for how people have perceived themselves and others
- explain the thoughts and ideologies that have underpinned political revolutions from the Age of Enlightenment to the present day and assess their significance for the development of modern democracy
- reflect on how technological revolutions from the industrial revolution to the present day have changed peoples' lives and shaped expectations for the future
- explain the reasons why people have migrated and discuss cultural encounters as seen from different perspectives
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- explore the options and choices a person has in conflict situations and assess the consequences of the choices that were made
- reflect on how ideologies and ways of thinking in the twentieth century and up to the present day have contributed to oppression, terror and such genocides as the Holocaust
- analyse how portrayals of the past have been used in Norway to create a national identity and discuss the impact of these on different groups

- explore how people have strived for empowerment and emancipation in Norwegian and Sami history and explain how they have also contributed to the development of democracy
- explain the development of the welfare state in Norway in the twentieth century and discuss the consequences for peoples' lives

Formative assessment

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Assessment of coursework

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Type of assessment

Assessment of coursework

Vg3 programmes for general studies: The pupils receive one grade awarded for coursework.

Vg3 Supplementary programme for general university and college admissions certification: The pupils receive one grade awarded for coursework.

Vg3 Supplementary programme for general university and college admissions certification for pupils with Sami as their first or second language or Kven or Finnish as their second language: The pupils receive one grade awarded for coursework.

Examination for pupils

Vg3 programmes for general studies: The pupil may be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

Vg3 Supplementary programme for general university and college admissions certification: The pupil may be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

Vg3 Supplementary programme for general university and college admissions certification for pupils with Sami as their first or second language or Kven or Finnish as their second language: The pupil may be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

Examination for external candidates

Vg3 programmes for general studies: The external candidate shall sit for an oral examination. The oral examination is prepared and graded locally. Each county authority decides whether locally given examinations shall have a preparation part.

Vg3 Supplementary programme for general university and college admissions certification: The external candidate shall sit for an oral examination. The oral examination is prepared and graded locally. Each county authority decides whether locally given examinations shall have a preparation part.

Vg3 Supplementary programme for general university and college admissions certification for pupils with Sami as their first or second language or Kven or

Finnish as their second language: The external candidate shall sit for an oral examination. The oral examination is prepared and graded locally. Each county authority decides whether locally given examinations shall have a preparation part.