



# History Curriculum

## Aims

The purpose of the subject is to give students an understanding of history as a process that can be seen, on the one hand, as a continuity in the development of events from one to the other and, on the other hand, as sporadic events that add something new to humanity. The students gain an understanding of both the special and the general aspects of the individual events and the individual eras.

An important goal is to make the students familiar with the methodology of the study of history such as using assessments and sources so that they gain a more in-depth understanding of how historical knowledge is established and which factors influence historical memory. The subject aims to be able to demonstrate connections and make syntheses and thereby show that understanding history is subject to interpretations and the result of different positions and perspectives. Understanding humanity as a knowing, experiencing and thinking beings is central to the subject. The subject must contribute to insight into and understanding of the historical and philosophical background for ideals and values that have shaped the development of cultures and societies. Such insight can also lay the foundation for a nuanced and open dialogue and reconciliation across historical contradictions. Through working with history, students develop the ability to understand and make value choices. By identifying different ways of thinking and how they have influenced people and society, students can better understand the present.

We attach great importance to the child feeling safe in his world and curiously investigating history, without having to take on the world's problems at an early age. Therefore, we first introduce the conflicts of history in the oldest classes in primary school.

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## Objectives and Final Goals of the Subject

Chronology and Context (CC): Based on a chronological overview, the student can explain how society has developed under different conditions. Chronology and context involves chronology, breaks and continuity, principles of overview, the local, regional, global and historical canon.

The teaching gives the student the opportunity to:

- give the student knowledge about the prerequisites, course and consequences of events
- put the prerequisites, course and consequences of events in a chronological context
- review central lines of development, periods and events in the history of Denmark, the history of Europe and the history of the Western world from early river cultures to the present day
- prepare and present a selected historical topic, including searching for information and processing the collected information
- relate changes in everyday life and living conditions over time to one's own life.
- explain and compare social structures in different cultures, including forms of government before and now.
- explain why historical development in periods was characterized by continuity and in others by breaks.
- gain an understanding of historical development.
- place the various historical periods in absolute chronology
- explain the impact of historical changes on society, locally, regionally and globally, and gain knowledge about these changes
- explain the use of the past in argumentation and action and have knowledge of the function of history in the past and present
- select sources for elucidating the past and know criteria for searching for sources.

Source Work (SW): The student can evaluate proposed solutions to historical problems and proposed solutions, source analysis as well as language and written language.

The teaching gives the student the opportunity to:

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- use historical sources and scenarios to gain knowledge about the past.
- relate to the credibility of a source, use source-critical concepts such as eyewitness account or second-hand source
- begin to look at the tendency of the source and get an experience of the past being interpreted differently
- gain an understanding of source critical concepts and be able to start using them in own explanations of the past

Understanding of History (UH): The student can explain interactions between past, present and future, historical scenarios, construction and historical narratives as well as historical awareness.

The teaching gives the student the opportunity to:

- see events as the result of the relevant historical preconditions, as well as keep an eye on the subsequent history of consequences
- relate to cultural encounters and clashes in European history, including the interaction between the western cultural circle and the rest of the world
- discuss their own and others' historical consciousness
- gain an awareness of factors that can influence historical consciousness
- read historical sources and express themselves in a nuanced way, orally and in writing, about historical issues

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| Development of the Subject  |  |  |
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| Content and Focus   | Objectives   | Final Goals  |
| <p><b>Class 4</b></p> <p>The main themes are Nordic Mythology, the Norse legends and the Viking Age.</p> <p>In the first period, the general heading is: The Nordic Mythology. Here the students become familiar with the many faceted gods and the worldview they are part of. This happens, among other things, through storytelling and reading.</p> <p>Stories are more important than direct history teaching, and great emphasis is placed on depicting the heroes of everyday life: women, peasants and slaves. This is done through historical pictures of life and character drawing.</p> <p>In addition, the older <i>Edda</i> and other relevant literature are recited, where alliteration occurs. The students create their own texts and illustrations through both periods. In addition to supporting the textual content, the illustrations must contain patterns and other things from the Viking Age.</p> <p>In connection with the period, a god or viking play can be staged.</p> | <p>Chronology and Context (CC) and Source Work (SW):</p> | <p>The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> <li>• compare significant features of the historical periods that have been worked on</li> <li>• understand that incidents can have historical preconditions and get an increased focus on a possible history of consequences</li> <li>• use absolute chronology and could place several events and historical periods in chronological order with increasing certainty</li> <li>• have obtained an overview of the origins of the Western cultural circle from the great past cultures of India, Persia, Egypt and Greece until the European Renaissance</li> <li>• gain an understanding of breaks and continuity between historical periods and be able to begin to account for them</li> <li>• have a beginning understanding of the interaction between the history of the outside world and the history of Denmark</li> </ul> |



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| <p>In the second period, e.g. parts of the great treasure trove from Saxo's <i>Chronicle of Denmark</i>, where heroes like Regnar Lodbrog, Sigurd Fafnersbane are taken up. Also the earliest kings both before and after Harald Blåtand are described.</p> <p>In addition, we work with the Viking Age in the local area and on a national level, both geographically, politically, religious and technological. The field of view is extended to the other Nordic countries and the Nordic influence on the rest of Europe. In connection with the period, the students take on tours with overnight stays typically in Lejre and visit the Viking Ship Museum in Roskilde.</p> <p><b>Class 5</b></p> <p>The main theme is the contours of the historical course of mankind. The students are introduced to how humanity moved from hunters and gatherers to resident farmers and on to creators of complex specialized societies. Students investigate how early man developed societies in the earliest great riverine cultures on the Ganges, Euphrates and Tigris and Nile. This is done in simple monumental images and visible stories about specific, chosen ones and representations of what is most characteristic of each people and</p> |  | <p>The teaching gives the student opportunities to:</p> <ul style="list-style-type: none"><li>• use simple source-critical terms when working with sources and thereby underpin their understanding that these are interpretations of the past</li><li>• read historical sources and express themselves both orally and in writing about their content and the purpose of the sources</li><li>• know about source critical concepts</li></ul> |
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| <p>cultural period. These representations give students, as in Class 4, an insight into geographical, economic, religious and daily lives and not least in technological terms.</p> <p>In addition to reading subject-related texts and general topic writing, students make products that relate to the period. This could be clay figurines, jars, paintings and boards.</p> <p>Teaching continues on into the archaic and classical Greek times. Great emphasis is placed on the description of Greek culture, as with its art, dawning democracy and its shared values shows clarity and harmony. The period begins with an introduction to the mythological universe where the gods are described with their character traits, attributes and special patterns of action.</p> <p>The students are then introduced to Homer's epic works and the stories about Heracles, Jason, Perseus and others. From here, different subjects are investigated such as the Greek city-state, the polarity between Sparta and Athens, the Olympics, trade relations, the monetary system, philosophy, etc. These studies are made more relevant through a day trip to the Glyptothek to see the Egyptian and Greek collections.</p> |  |  |
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| <p>In Class 5, the main emphasis in the teaching is on world history. Stories ancient and European history are told about the contemporary history of Denmark. This parallel storytelling about Denmark's History continues up to and including 8th grade.</p> <p><b>Class 6</b><br/>At the end of the Class 5 or the beginning of the Class 6, the Greek story is told until Alexander the Great. As a natural continuation of this, Rome now follows history. Here, emphasis is placed on the strong-willed effort of the individual personality public life, and on the struggle and strife that shaped the Roman state. The new human principle that underlies the Roman state is told: Roman is the law, created by men to fulfill justice for the Roman citizen. We begin with the story of the foundation of Rome on the Seven Hills, after which there is a selection of stories read about the Roman consuls and emperors such as Caesar and Augustus. Rome also forms the background for the creation of Christianity and provides with this an understanding of the later ruling Roman Catholic church. Connections are made in relation to the legal system, and work with the students' interest in laws and rules in a society and what function laws and rules</p> |  |  |
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| <p>can have to help people live together. The story continues from the time of migration to the founding of the first European nations. A representative of this could be Charlemagne. An extended review of Medieval feudal structures and the polarity between the secular and the religious is outlined. Important themes from here are the monk movements, the knights, the crusades, the relic culture and the Medieval city's new citizenry. The life of Muhammad, the expansion of Arab culture and the influence of its knowledge on our European culture are also part of the curriculum for the period. We work with texts, drawings, stories, dramas and conduct excursions to, among other things, <i>The National Museum</i>.</p> |  |   |
| <p><b>Class 7</b><br/>A central theme is the transition of Medieval culture to our own "modern times", where the great figures can be Marco Polo, Henry the Navigator, Columbus, Vespucci, Vasco da Gama, Magellan, Joan of Arc, Leonardo Da Vinci, Johan Gutenberg and Martin Luther. As will be clear from the teaching content for this subject below, the historical subjects now have a greater interdisciplinary relevance, working with subjects such as physics, astronomy and geography.</p>  | <p>Chronology and Context (CC).<br/>Source Work (SW) and Understanding of History (UH)</p> | <p>The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none"> <li>• put the prerequisites, course and consequences of events in a chronological context</li> <li>• review central lines of development, periods and events in the history of Denmark, the history of Europe and the history of the Western world from early river cultures to the present day</li> <li>• prepare and present a selected historical topic, including searching for information and processing the collected information</li> </ul> |





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| <p>Important phenomena are the Renaissance in Italy, the Age of Discovery which takes Europeans out into the world and the religious Reformation. The teaching emphasizes individual people such as Columbus, Magellan or Martin Luther, as representatives of their time and who portray their struggle against dogmas, ideas and governments. That life and development also had its negative sides in the form of brutality, intolerance and thirst for gold that are also explored. European imperialism receives a more thorough treatment at a later grade level. The development of natural science is best described through figures such as Brahe, Kepler, Bacon, Bruno or Galilei. Teaching takes place up to the 18th century.</p> <p>Personalities become eye-openers to new worlds and cultures. This is analogous to the fact that students are now seeking more and more subject knowledge from sources other than that provided by school, and this requires new learning techniques. With the explorers as a focal point, important themes emerge for the time, such as the ideological battle for a new geographical and astronomical worldview with exponents such as Galilei, Copernicus, Tycho Brahe on one side and representatives of the church on the other. Technical breakthroughs such as new ship types, navigation instruments and the printing press are also investigated.</p> |  | <ul style="list-style-type: none"><li>● relate changes in everyday life and living conditions over time to one's own life</li><li>● explain and compare social structures in different cultures, including forms of government before and now</li><li>● explain why historical development in periods was characterized by continuity and in others by breaks</li><li>● gain an understanding of historical development</li><li>● place the various historical periods in absolute chronology</li><li>● explain the impact of historical changes on society, locally, regionally and globally, and gain knowledge about these changes</li><li>● explain the use of the past in argumentation and action and have knowledge of the function of history in the past and present</li><li>● select sources for elucidating the past and know criteria for searching for sources</li></ul> <p>The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none"><li>● use historical sources and scenarios to gain knowledge about the past</li><li>● relate to a source's credibility, use source-critical terms such as eyewitness account or second-hand source, and begin to look at the source's trend and get an experience of the past being interpreted differently</li></ul> |
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| <p>Europe's internal history is illuminated in the same period. Highlights can be the Hundred Years' War, the Renaissance in Northern Italy both economically, artistically and intellectually, the Reformation and the Counter-Reformation, the invention of printing and its consequences, the Thirty Years' War, and the development of England and France in the 16th and 17th centuries.</p> <p>The students work with several independent tasks, where they gather knowledge about a topic or concept and answer a number of questions, as well as work artistically as part of the answer by drawing or building a model of one of da Vinci's machines or drawing a world map with routes for the explorers. We want to include IT and the search for relevant sources and knowledge digitally from the 7th grade, so that the students are able to critically select the knowledge that they seek and use in their further historical work.</p> <p><b>Class 8</b><br/>History and social studies are taught from 1700 up to the present day. Overall, the main task in Class 8 is to give images of social life transformation in the 19th and 20th centuries. This is done in selected chapters of world history, where the main emphasis is placed on social changes as a result of social upheavals,</p> |  | <ul style="list-style-type: none"><li>● gain an understanding of source critical concepts and be able to start using them in own explanations of the past</li></ul> <p>The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none"><li>● see events as the result of the relevant historical preconditions, as well as keep an eye on the subsequent history of consequences</li><li>● relate to cultural encounters and clashes in European history, including the interaction between the western cultural circle and the rest of the world</li><li>● discuss their own and others' historical consciousness and have gained an awareness of factors that can influence historical consciousness</li><li>● read historical sources and express themselves in a nuanced way, orally and in writing, about historical issues</li><li>● see what it means to be a citizen in Denmark and how to exercise your democratic rights to influence political decisions</li></ul> |
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| <p>technical inventions, industrialism, trade and growth. Major political events such as the polarity between Frederick the Great's German Empire and Louis the 14th's France, which led to the French Revolution and the American War of Independence are investigated. The Declaration of Independence of the latter is an important topic for the grade level. Other important topics that are explored are:</p> <ul style="list-style-type: none"><li>• Colonies</li><li>• The triangular trade and slavery which draw lines right up to the present day.</li><li>• The English Empire</li><li>• The American War of Independence</li><li>• The French Revolution</li><li>• Napoleonic Wars</li><li>• Abolition of apartheid in South Africa</li></ul> <p>Two major projects in Class 8 involve the students writing an independent biographical assignment about Napoleon and giving a presentation of a self-selected topic about South Africa.</p> <p>The emergence, development and consequences of industrialization towards the 20th century, both technologically, politically and socially, are treated thematically, including the major and decisive changes in product production, distribution and transport by</p> |  |  |
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depicting the impact of railways, and ships, later cars and airplanes on transport and travel.

The consequences of industrialization and urbanization for housing conditions, diet and energy consumption, schooling for all, press, news media, chemical and mechanized agriculture are discussed. Thus, great emphasis is placed on the causes of economic growth and the consequences it has had for living conditions in the world.

In connection with history, biographies of such people like James Watt, Adam Smith, and Charles Darwin shed a valuable light on the entire history-making process.

The students work on an independent task where they imagine that they are a reporter traveling in England and writing about the conditions of the children during the industrial revolution.

### **Class 9**

We now work with the same period of time as in Class 8, but now more as a history of ideas and political development. The autocracy and the political and legislative structures that were introduced during this period and still characterize Denmark are reviewed. The global context is addressed with important features of our century, which have roots in the 19th century. Different “isms” are treated here: socialism, communism, liberalism and imperialism. Useful are



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| <p>accounts of the situation in Europe at the turn of the 20th century such as the unrest in the Balkans, the escalation to both World War I and World War II, the Treaty of Versailles and the Russian Revolution. This is linked to today's society, and tells about the structure of Danish society with the constitution, parliament, kingdom, elections, parties and representation in state and municipality. The concept of power, individual and society, social changes, organizations and power, legislation, courts, police, criminal and civil law are covered.</p> <p>The Constitution of 1953 is read both as a historical source but also as a starting point for a discussion of the foundation on which Danish democracy rests. The Constitution is read in conjunction with the teaching of social studies. If women's rights have not been in focus in the Class 8, the topic is taken up in connection with the amendment to the Constitution in 1915, preferably based on a source material. Other topics include the persecution of Jews, the Uyghurs and homosexuals.</p> <p>The pupils visit the Danish Parliament and work with a teaching course on democracy. Independent tasks are carried out, where the students independently read subject texts, draw their own knowledge and conclusions from the text, and then discuss the topics in class. The students also work in groups with a</p> |  |  |
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| <p>role-playing game and present their investigation to the rest of the class.</p> <p>The various organizations of world society such as the EU, NATO and the UN are described, and topics such as international law, war and international agreements are addressed and discussed.</p> |  |  |
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