



HISTORY CURRICULA IN GREECE

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ABSTRACT

The purpose of the article was to critical analyse the current history curricula of history and through this research to map the historical education in Greece. For this purpose, a bibliographic review is proposed on the concept of analytic programs and indicatively on history programs as they are mapped in Europe, North America and Australia, countries that are mainly at the forefront of research studies on the teaching of History. Then emphasis will be placed on the history curricula designed in Greece at all educational levels and a critical assessment will be made of the most recent one of 2021. The current curricula are evaluated in relation to its content, the teaching proposals and the pedagogical approaches it favors, as well as the educational framework for students and training for teachers that supports it, as its first phase has already been completed. The design and presentation of the new History curricula has stirred debate in the public sphere. Most discussions focus on issues of the content of these curricula, as well as their didactic context. The paper is completed with considerations about how might be the opportunities for a more inclusive and diverse approach to history education in Greece through history curricula.

Key words: curricula, history education, content knowledge, didactic suggestions, pedagogical context

LITTERATURE REVIEW

Syllabi is scientific and legal papers that are usually a diagram of knowledges and the experiences students would like to have in school. Definitions of syllabi vary as different names are used in order to organize historical learning: syllabi, curriculum, traditional and modern syllabi, closed and open syllabi, etc. They reflect the ideology for knowledge and education adopted in with their goals, content, and the way they promote their implementation.

The litterature review of the comprehensive history curricula of various European countries (Britain, France, Germany, the Netherlands) and further abroad, e.g., Canada, the USA and Australia, provides us with interesting information about the content they engage with and the teaching methods that they promote¹.

As a rule, all countries primarily advance knowledge of their national history and, secondarily, themes of European and world history. There are also countries that focus specifically on issues of democracy, individual rights and the multicultural issues (i.e., the USA). Some emphasize in cultural and intellectual history —including literature, art, and philosophy (i.e., France) — while others emphasize particularly traumatic events (such as German curricula, which spotlight the Holocaust, Nazism, and the country's recent past). In Australian History curricula, immigration, multiculturalism and their connection with issues of modern everyday life are

rather common; in the Netherlands, these issues revolve around trade, tolerance, immigration and international cooperation as an opportunity to investigate slave trade and post-colonial history (Grever, 2019).

Of particular interest are curricula from countries with a colonial past (such as France, the Netherlands or Britain) or how certain countries deal with their conflictual past through their curricula. Countries differ in how global events are portrayed in history class. The question is what other aspects of European and world history they cover. Most curricula focus on the two World Wars. For example, French curricula examine the impact of French history on the world and obviously view international historical events through that lens. Britain deals with ancient cultures and emphasizes key events, people and their impact on British and global society. Germany emphasizes in European history, particularly in terms of its relations with European countries. However, there are also analytic programmes that aim mainly at the transmission of content knowledge and the development of national identity, as is the case of France.

Teaching approaches vary according to educational philosophies and pedagogical approaches. British schools employ the theoretical framework of the ‘disciplinary approach’ to the teaching of the History, with a combination of content knowledge (first-order concepts), the development of historical inquiry skills based on the processing of historical sources (second-order concepts) in order to cultivate historical thinking. Other countries such as Canada, the Netherlands and Australia, seem to follow the same theoretical framework (disciplinary approach) with differences. In general, active teaching methods are encouraged in most countries, coupled with an analysis of historical sources (education in Germany, as in USA, gives special importance to investigate primary and secondary sources). Notably, Australia and the USA integrate technology and multimedia resources to engage students and explore different perspectives. In Canada, on the other hand, interpreting data and connecting them to contemporary issues play a central role in the teaching of history. As regards the pedagogical framework, most countries promote an interactive and student-centred approach to history education.

HISTORY CURRICULA IN GREECE

History is a compulsory subject in the Greek educational systemⁱⁱ. At the pre-school stage (4-6 years of age), the subject is taught within the framework of the ‘Culture’ moduleⁱⁱⁱ. At *Dimotiko* (primary education, 7-10 years of age), *Gymnasio* (lower secondary education, 12-15 years of age) and the first two grades of *Lykeio* (upper secondary education, 15-18 years of age), History is taught for two hours a week as a general education subject. In the last grade of upper high school, students in the humanities are taught six hours of thematic history per week, with a focus on modern Greek history. This subject is part of the written entrance examinations for higher education.

In the context of the Greek educational system, the teaching of subjects is based on curricula designed by the Institute of Educational Policy (IEP), which define the content as well as the method of teaching and assessing the subjects taught, including History, for each stage and grade. In the last 20 years, there was a considerable number of newly designed curricula; however, the number of directives that reinstated old CPs at all educational stages until the new standards come in force was higher (cf. Annex, Table 1. History curricula in time in relation to educational stages).

In 2002-2003, the content and the method of teaching of school subjects, such as History, was defined along the lines of two distinct official state-mandated curricula (Repousi, 2011). The

first of these, titled ‘Analytical Programme of Studies’ (APS), documented in detail the content of the subject of History. The second one, the so-called ‘Cross- thematic Curriculum Framework’ (CTCF), ran horizontally through the whole programme of studies and focused not only on the individual subjects taught (Language, Mathematics, History, etc.) but also on different perspectives and teaching approaches in relation to each one of these. In addition, the pedagogical basis of the project was purely intercultural. However, the combination of these two curricula presented major difficulties in implementing the teaching practice, especially in conjunction with the accompanying textbooks. In order to address this problem, in 2005-2006, the CTCF/APS curricula were effectively combined by drafting textbooks compatible with them. One of these textbooks, intended for the teaching of History in primary school, led to a ‘History war’ over its content, instigated by political groups, and as a result was withdrawn before it even reached the classrooms (Athanasiadis, 2015). It was replaced by the textbook which is still taught today.

In 2010-11, in the framework of the ‘New School’ and with a 10-member team of experts (comprising both academics and teachers), a new curriculum for History in compulsory education was prepared. This new curriculum was designed based on modern methodological approaches and academic proposals for teaching the subject (Sakka & Brentanou, 2017) with the aim of radically changing the current teaching method. As with all innovative curricula, this curriculum, although not officially rejected, did not pass the pilot implementation phase. Instead, an expert group was set up in 2012 and worked on mapping the needs of history education but without establishing a new program. On this conclusion of the committee of historians and teachers that was established back in 2012 were based the curricula that in 2014-2015. These curricula, in addition to the topic units on history and related objectives, included sample activities and corresponding educational material. With the change of government in 2015, these programmes were abolished.

In the past five years, two different curricula for History have been proposed. In 2018, when left-wing political party was still in power, a group of academics specialising in the teaching of history, in collaboration with a group of school counsellors and teachers with relevant postgraduate and doctoral studies, proposed a curriculum that was innovative in terms of school history education in Greece, as it incorporated the latest scientific and research developments in the teaching of history. The main objective of the curriculum was to cultivate students’ historical thinking and historical consciousness in relation to the promotion of the concept of active democratic citizenship, aiming at a pluralistic and tolerant national identity (Voglis, Kasvikis, Kokkinos, Koulouri, Palikidis, Chafos, Vlahaki, Gatsotis, Geladaki, Karaminas, Kaskamanidis, Kourgiantakis, Kouseris, Kostavasilis, Makaratzis, Papandreou, Perakis, Petridis, Pырpyris, Sakka, Hasekidou-Markou, 2019). The curricula introduced the concept of thematic history by incorporating, for instance, oral history and by approaching the past through its traces. The 2018 curricula achieved a balance of declarative, procedural and conceptual knowledge, challenging the dominant role of textbooks; they proposed activities that were basic and alternative to multimodal material that could be freely drawn from sources beyond textbooks (Kasvikis & Kouseris, 2019). However, the government that supported its creation did not implement it. In 2021, when centre-right political party won the national elections, the curricula, although initially accepted, were abolished on the grounds that it was not scientifically adequate.

In 2021, new curricula were prepared in a very short time. The new curricula for history, as stated therein, introduce a unified concept of approaching the subject from the 3rd grade of primary school to the 3rd grade of upper high school, (Government Gazette 29366/Δ1

23/3/2022, history curriculum in the 3rd, 4th, 5th and 6th grade of primary school, p.13859). Based on this, it was decided to compile new history textbooks. The initial proposal was that they be piloted for two years (2022-2023 and 2023-2024) in the country's experimental schools. As of April 2023, we are in the first year of experimental implementation of the curricula (Government Gazette 29366/Δ1 23/3/2022). The rest of the state schools follow the 2002-3 and 2019 curricula, according to relevant circulars, which determine what and how it will be taught in each school year^{iv}. It is therefore evident that school history education is currently fragmentary in the Greek educational system, as there is a lack of compatibility between the content proposed for teaching and that contained in the textbooks. According to the Ministry of Education, this is a transitional stage that warrants special attention.

THE OBJECTIVES IN THE NEW HISTORY CURRICULUM

According to the new curriculum, the general purpose of teaching History is the development of historical thinking and, by extension, the cultivation of students' historical consciousness. These two objectives aim to create 'autonomous and democratic citizens' (Government Gazette 29366/Δ1 23/3/2022, p. 13860). In fact, the objectives are divided into two categories, general and specific, the latter being related both to the material covered in each grade and to the use of ICT, pedagogical/critical thinking, the relationship with culture, research, local history (Government Gazette 29366/Δ1 23/3/2022, History curriculum in the 3rd, 4th, 5th and 6th grade of primary school, p. 13860-61).

But how are the concepts of historical thinking and historical consciousness understood? The curriculum for History in the 3rd, 4th, 5th and 6th grade of primary school reads that 'the development of historical thinking involves being aware of important historical events, phenomena and developments and understanding the changes that human societies undergo over time.' (Government Gazette 29366/D1 23/3/2022, History curriculum in 3rd, 4th, 5th and 6th grade of primary school, p.13860). However, it should be noted that according to contemporary approaches to history education, historical thinking does not only focus on understanding change over time. Historical 'concepts' are considered basic means of historical thinking. In particular, the British historical education research group (Lee & Ashby, 2000:199; Lee, 2005:32-33,41,61) distinguishes between first- and second-order concepts (declarative and procedural knowledge), the awareness of which can aid the expression of historical thinking. Second-order concepts are also known by other names, such as 'meta-concepts' and 'procedural concepts'. For Seixas (2010), historical thinking is only possible in an organic relationship with 'second-order concepts', such as, for example, the concepts of historical significance, the use of historical sources, historical perspective, continuity and change, causality and consequences, and the ethical dimension of historical interpretations. This conceptualisation—which is at the forefront of the theoretical and research proposals of the international history education community—is not adopted in the new curriculum. Instead, historical thinking is identified mainly with content knowledge and first-order concepts.

In the curriculum for the subject of History in the 3rd, 4th, 5th and 6th grade of primary school it is stated that 'the cultivation of historical consciousness concerns the understanding of the actions of people in specific situations and the formation of values and attitudes that lead to the manifestation of responsible behaviour in the present and the future' (Government Gazette 29366/Δ1 23/3/2022, History curriculum in 3rd, 4th, 5th and 6th grade of primary school, p.13860). The concept of historical consciousness is cast in rather general terms, far from contemporary conceptualizations, without any correlation with the critical conceptualization of the past. The most modern theory of historical consciousness is Rösen's (2004) theory, which is based on the idea of how human life is oriented in time. Rösen (2005) connects the

understanding of history with the concept of orientation in time and refers to the lived experience of time as a temporal change which leads to the orientation of individuals' actions in relation to the present, past and future. The processing of this experience leads to the creation of the historical narrative, which captures the experience of time not as a record but as a communication with the past in the present, and thus the 'practical past' feeds the 'historical past' and vice versa. He refers to a four-level taxonomy of historical signification: 'traditional', 'exemplary', 'critical' and 'genetic' signification (Rüsen, 2005). The new curriculum does not follow these contemporary views either, but rather identifies historical consciousness with moral values such as 'respect, solidarity, equality, responsibility, freedom and the undoing of stereotypical perceptions' (Government Gazette 141327/Δ2 11/11/2021, History curriculum in 1st, 2nd and 3rd grade of lower high school, p. 67462).

THE CONTENT PER THE HISTORY CURRICULUM

The approach to historical content is interdisciplinary in pre-school education, chronological and linear in *Dimotiko* and *Gymnasio* (lower secondary education), while in *Lykeio* (upper secondary education) it is structured around thematic units. The school subject of history comprises the following:

Primary school (Dimotiko)

- In the 3rd grade, 'Greek mythology' is taught in the following thematic units: 'Cosmogony'; 'Heroes'; 'Panhellenic campaigns'. Prehistory is also taught in the following thematic units: 'Palaeolithic Age'; 'Neolithic Age'; 'Bronze Age' (Cycladic, Minoan and Mycenaean civilization).
- In the 4th grade, the 'Ancient History' is taught in thematic units corresponding to the major periods of Ancient Greece: 'Homeric era'; 'Archaic times'; 'Classical times'; 'Hellenistic times'.
- In the 5th grade, 'Graeco-Roman history' and 'Byzantine history' is taught in the following thematic units: 'Graeco-Roman times'; 'Early Byzantine years'; 'Middle Byzantine period'; 'Late Byzantine period'.
- In the 6th grade, issues of 'Modern Greek history' is taught; it includes the following thematic units: 'Europe in modern times'; 'The Greeks under foreign rule'; 'The Greek Revolution of 1821'; 'Greece in the 19th century'; 'Greece in the 20th century'.

Lower high school (Gymnasio)

- In the 1st grade of lower high school, students learn about the period from prehistoric times to imperial times. In this context, the curriculum for the 1st grade focuses on the thematic area of 'Ancient History'.
- In the 2nd grade, students learn about the period from the emergence of the early Byzantine state to the Ottoman and Venetian conquest of the Byzantine lands. In this context, the curriculum of the 2nd grade focuses on the thematic area of 'Byzantine and Medieval History'.
- In the 3rd grade, students learn about the period from the Renaissance to the modern era. In this context, the curriculum of the 3rd grade focuses on the thematic area of 'Modern History'.

Upper high school (Lykeio)

- In the 1st grade of upper high school, the object of study are the periods of ‘Antiquity’, ‘Byzantium – Middle Ages’ and ‘Modern times’, with emphasis on the study of time and place, the state organization during these periods and ideological trends.
- In the 2nd grade, the object of study is the organisation of societies, the functioning of the economy, population changes from antiquity to modern times, focusing on the concepts of space and time, modes of production, products, services, spanning the agricultural revolution up to modern industrial societies, social classes and groups, administration and population movements.
- In the 3rd grade, students learn about the formation and functioning of various ‘security systems’, a term which refers to federations and alliances of city-states and nation-states in connection with the management and development of national and international issues from antiquity to the modern era.
- Finally, in the 3rd-grade students and in the Humanities Orientation Group follow theoretical and methodological approaches to the science of history, the Greek Question and its solution (from the mature Enlightenment to the integration of Greece into the European Union) and finally the period from antiquity to modern times are taught.

PEDAGOGICAL APPROACHES OT THE NEW CURRICULA

The new curriculum for all grades recommends student-centred teaching methods, but these proposals are not accompanied by specific sample activities except in the upper secondary school curriculum. There is no proposed time length within which to manage the material at hand, not even as a mere suggestion; moreover, teachers are not afforded the opportunity to allocate and manage the time for teaching history according to the composition of the class, the school or the wider social environment, the interests of the students and their learning readiness. Because of the vast amount of material to be taught, the real possibility for teachers to deepen students knowledge of certain thematic areas through additional activities is extremely limited. The above is also reflected in the way the subject is assessed at each stage. According to the curriculum:

‘The assessment criteria for primary school students must include tasks such as: cloze tests, right-or-wrong questions, matching-pairing tasks, multiple choice, classification-ranking according to certain criteria, completion of logical diagrams, filling the historical line, interpretation of graphs, solutions to crosswords or acrostics, short answers, essay writing. The wording of the questions must be clear and comprehensible and the questions must be compatible with the students’ perceptive ability and level of maturity.’ (Government Gazette 29366/Δ1 23/3/2022, Curriculum for subject of History in 3rd, 4th, 5th and 6th grade of primary school, p. 13863)

It worth noting that, while the aim of the programme is to develop students’ historical thinking, the assessment questions in fact test the reproduction of knowledge. A corresponding passage from the high school curriculum reads:

‘Written tests should resemble the activities carried out in class. It is proposed to include activities that test not only declarative but also procedural knowledge, e.g. testing whether students can manipulate one or more sources in order to give an informed answer. There should definitely be open-ended questions to test the students’ ability to develop a historical discourse, but this should be based on the source content. It is also proposed that there

should be questions to check understanding of time (placing events/people in the correct chronological order) and space (placing areas on the map). Assessment may also be based on group activities and more extensive synthesis work, in line with the principles of the project method. The final assessment by written examination should also take into account the teaching methodology, in particular the central role of the sources in it. Consequently, the questions in the written final examination should include a sufficient number of sources for commentary, which should also be of different types: photographs, text extracts, etc. In addition, given the key role the chronological axis and the map (historical or geographical) play in the methodological approach, it is proposed to ask questions related to these tools, i.e. questions concerning the completion of the chronological axis and the map.’ (Government Gazette 29366/Δ1 23/3/2022, Curriculum for subject of History in 3rd, 4th, 5th and 6th grade of primary school, p. 67464)

Here too, there is a preference for the use of historical sources with regard to subject assessment for History students. The problem lies in the fact that the assessment is not formative and does not consider the work done during the year in the final assessment, but is instead based solely on the written examinations, which, however, focus only on specific concepts. In this context, historical investigation and engagement with primary and secondary sources are essentially downgraded or, at least in secondary education, end up being used in the context of a process of mere confirmation of the official historical narrative of the textbook.

Although curricula are necessary at all levels of school history education, one wonders whether there is room for pedagogical freedom for the teacher and, if so, to what extent is it practicable.

Primary- and secondary-education teachers are not afforded pedagogical freedom, at least as regards the content of teaching, since they are not in a position, at their scientific discretion, to examine some units less thoroughly and to emphasise others. They are obliged to cover the prescribed material uniformly and therefore do not have the time to delve into specific periods and topics in which may be of personal, local or collective interest to the particular school group they teach. In secondary education, teachers are even more limited because they are obliged to cover all of the material prescribed through the Institute of Educational Policy (IEP) guidelines, as it is necessary to do so due to the compulsory assessment of students at the end of the school year with subjects from the so-called ‘Topic Bank’. Specifically, the essay test in the qualifying and final examinations at the lower and upper high school include a compulsory examination on a topic taken from the ‘Topic Bank’, i.e. an examination from a central repository of topics that are based on the materials taught in subjects graded through written assessment. Primary school teachers face fewer restrictions, as they are not obliged to declare the material they have covered, but they have also been deprived of the possibility to develop research projects in the ‘Flexible Zone’, an activity zone with a free choice of topic previous years.

THE NEW CURRICULA STIR DEBATE

The design and presentation of the new History curricula has stirred debate in the public sphere^v. Most discussions focus on issues of the content of these curricula, as well as their didactic context. The curriculum is presented as pioneering in the fact that it proceeds to rationalise the material to be studied, notably in a single framework from primary to high school, putting forward modern teaching practices through multimodal sources. All that was part of general policy announcements, but can it actually be put into practice in teaching at school? Let us examine the criticisms levelled at the aims and objectives of the current programme, both in terms of its content and its proposed teaching framework.

As regards the content and historiographical choices

History at the primary and secondary education stage is similar and revolves around the threefold distinction between classical antiquity, Byzantium / the Middle Ages and modern times. According to the new curriculum, the same historical periods are taught twice during compulsory education, at primary education (7-10 years of age) and at lower high school (12-15 years of age). Therefore, what seems to be the case is a spiral development of the curriculum in terms of the material chosen to be taught. History in upper high school (15-18 years of age) is centred around the teaching of thematic history, but, in this case too, the topics are approached chronologically and linearly.

According to Palikidis (2022: 29), the new curricula have some positive elements, which focus on: the topics chosen, which in turn broaden the scope from national history to European, Balkan and world history; the upgraded role of Geography in the teaching of History; and the fact that teaching practice is not limited to the chronological method of approaching historical time, instead adopting and proposing the use of multimodal sources. However, he also notes that weak points are numerous; the critics underline that the content of the subject consists of lists of history topics that can only be taught briefly (Mavroskoufis, 2022).

It is noteworthy that in all curricula from 2000 onwards, students are introduced to ‘Antiquity’ through the teaching of mythology. The prominence of classical antiquity is also the result of a broader concept formulated in the 19th century, when Greek antiquity was declared a cornerstone of national history, according to which the classical past essentially defines Greek national identity (Repoussi, 2011, 2020). School history very soon adopted and reproduced all historical norms and interpretations applicable to Greek national identity (Kasvikis & Kouseri, 2019; These norms are still supported by the new curriculum. Furthermore, the choice of historical periods —namely antiquity, Byzantium / the Middle Ages and modern times— contributes to the argument that history in Greece is chosen and taught with an ethnocentric flair that focuses mainly on units around the teaching of classical antiquity and the 1821 Revolution against the Ottoman Empire, a revolution of great symbolic value for the establishment of the modern Greek state (Fragkoudaki, Dragona, 1997; Fragkoudaki, 1997; Repoussi, 2011; Papakosta, 2017).

In addition, by going through the new history curriculum at all stages, one can see that ‘sensitive’ periods for modern and contemporary Greek history are presented in a marginal way, especially in terms of content. Traumatic issues such as the Greek Civil War, the Greek junta, the Holocaust, etc. are not incorporated into the teaching of the subject in a meaningful way (Gatzotis, 2022). According to studies of historical education, silencing traumatic and challenging historical episodes may breed forms of nationalism which may lead to historical and real wars (Cajani, Lassig, & Repoussi, 2019).

As regards the didactic framing of the subject

Criticism on the didactic framing of the course focuses, first of all, on the fact that the target setting is incompatible with the objectives of the new curriculum (Mavroskoufis, 2022). While the curriculum refers to the understanding of historical concepts, it focuses on learning mainly first-order concepts rather than second-order structural concepts which foster historical understanding (Gatzotis, 2022); therefore, in essence, declarative knowledge predominates over procedural knowledge. Any references to teaching practices are worded in general terms but are nevertheless described as ‘modern’ in the curriculum itself. Reference is made to teaching resources and tools, such as the use of historical sources, research projects, the use of

information and communication technologies, the use of various supervisory and audio-visual media and practices (examples include narrative, guided dialogue, role-playing games) and, finally, educational visits to places of cultural reference (museums, archaeological sites, etc.). Although all of the above constitute valuable tools, they cannot be used by teachers who have not received appropriate training, especially in the context of a 'traditional' educational system in Greece with a marked lack of infrastructure and technological equipment.

Criticism focuses particularly on the fact that the proposal to process sources in order to avoid rote memorization is neither based on contemporary approaches to historical education nor on theoretical frameworks developed abroad, especially in upper secondary education (Gatzotis, 2022). Besides, Palikidis (2022) stresses that while working on both individual and group assignments is a step to the right direction, it is ultimately a self-defeating measure because these assignments are not counted towards the students' overall assessment. Among others, criticism is also directed to the fact that the new curricula do not engage students who receive special education accommodations (Palikidis, 2022). It would not be unfair to say that the focus on 'cultural assimilation rather than intercultural education', in contrast to what a meaningful school history education would ideally strive for (Liakos, 2020: 556). To sum up this section, it is argued that the current curriculum is a 'crude stitching together of parts from previous programmes to which the political leadership of the Ministry, the IEP and its partners attempt to give life' (Mavroskoufis, 2022: 21).

It is worth noting that the new curricula emphasize in learning outcomes. But one might wonder, isn't what the students will learn determined by the curriculum and the teacher? Or, to rephrase, did teachers so far design their actions to acquire knowledge and skills themselves or to provide these to their students? The teaching objectives in the curricula derive from the learning outcomes we want for our students and vice-versa. In fact, the emphasis on learning outcomes also characterizes curricula as learner centred. However, the new history curricula cannot be learner-centred because they merely purport to be so, especially if one looks at the way the subject is assessed at all grades.

At this point, it would be interesting to briefly discuss the teacher training programme for the new curricula which took place in the spring of 2023 and is currently in its final stage. The main point of the training was that the new curricula emphasize in learning outcomes. These learning outcomes indicate to trainees of the new curriculum what the student should understand when learning history and in that way to create their scenarios having that principle in their mind. The training may have been conducted in an organized manner, but no reference was made to modern teaching approaches in history education. The platform included video-taped teaching scenarios with no possibility of realistic implementation, no the relative school books written, and the last session of the training asked for the creation of scenarios that quoted vague and generalized teaching options and a rather encyclopaedic supportive-training material.

CONCLUSION

The purpose of the article was to critical analyse the current history curricula of history and through this research to map the historical education in Greece. Considering the efforts to renew the curricula over the last 20 years, it is evident that Greece is constantly in a transitional stage. Attempts to reform the subject of history through the curricula are based on theoretical attempts that are not, however, applied in the classroom. With the exception of the 2010-11 and the 2018 history curriculum, the successive curriculum changes in our country over the last 20 years have failed in the goal of aligning school history with its academic counterpart. For

example, the current reintroduction of the programmes developed in 2002-2003, particularly in the light of being incompatible with the textbooks currently used, created and still create confusion among teachers and students alike; most importantly, however, they serve as a confirmation of how Greek society views history. Consequently the teaching of school history in the country's schools —through the design of successive curricula which, however, are not implemented— is determined by a series of factors dictated by the socio-cultural conditions, ideologies and choices.

History education in Greek schools, its detailed curricula, and mainly the new curricula are linked to national identity. To be 'brought up' as a Greek is a goal of history teaching, with an emphasis on ancient Greek history (Hamilakis, 2003; Hamilakis, 2020), the Greek War of independence and the heroic past. Therefore, political perceptions and ideologies have a particular and strong influence on the content of history as a school subject over time, more so than any other subject in the school curriculum. As a corollary, teaching methodologies that are considered 'traditional' and do not align with modern approaches proposed by the history as an academic discipline are adapted accordingly (Council of Europe, 2018; Chapman, 2021; Counsell, 2021) and are followed as we have seen by most countries in Europe and the rest of the world.

What might be the opportunities for a more inclusive and diverse approach to history education through history curricula? Today, the question of teaching History becomes necessary as conflicting and traumatic events drag the teaching of the subject into new directions. Today in history education worldwide, 'the role of school History in nation-building is being questioned' (Repoussi, 2020). There is an emphasis on the convergence of academic and school history, awareness of its declarative nature (content knowledge), its procedural/methodological (knowledge of methods and historical sources) and conceptual knowledge with an understanding of historical concepts (first- and second-order ones) (Lee, 2005). School history education and detailed curricula in Greece are in need of such frameworks, rather than the anachronistic curricula employed so far. This could be achieved by extended thematic history in a collaborative inquiry learning framework. Evaluation not only written and in the form of knowledge reproduction but formative in all ways of expression of the students.

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ⁱ One can form a general picture of history curricula in many countries (USA ,France, Germany, Canada, England) from Historical Association, available at

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ⁱⁱ The topic of historical education in Greece has been systematically researched and published in Greece and abroad by Maria Repoussi. Indicatively publications: Repoussi M., (2011), History Education in Greece. Στο E. Erdmann & W. Hasberg (eds), *Facing, Mapping, Bridging Diversity. Foundation of a European Discourse on History Education*, Erlangen: Wochenschau Verlag, p. 329-370. Repoussi, M. (2020). Διδακτική της Ιστορίας: 50 χρόνια μετά. Εξελίξεις, τάσεις, προοπτικές [Teaching History: 50 years later. Developments, trends, perspectives]. In Petridis, T., & Frangoulaki, M. (eds.), *Cleo goes to school. The teaching of History and Public Pedagogy*, 37-36, Athens: Group for History Education in Greece, Conference Proceedings. Repoussi M. (under publication). *Comment enseigner-t-on l'histoire en Europe ? Un manuel: Grèce.*

ⁱⁱⁱ For the school year 2020-2021, the curriculum for History in the lower high school is determined by the decision of the Minister of Education and Religious Affairs (B' 303) No 21072α/Γ2/28-02-2003. For the same period, the curriculum for General Education History in the 1st, 2nd and 3rd grades of general upper high school is determined by the decision of the Minister of National Education and Religious Affairs No 8212/Γ2/28-01-2002 (B' 131). Again for 2020-2021, the curriculum for History in the 3rd grade of general upper high school for students in the Humanities Orientation Group is determined by the decision of the Deputy Minister of Education and Religious Affairs No 203535/Δ2/23-12-2019 (B' 4906).

^{iv} For the school year 2020-2021, the curriculum for History in the lower high school is determined by the decision of the Minister of Education and Religious Affairs (B' 303) No 21072α/Γ2/28-02-2003. For the same period, the curriculum for General Education History in the 1st, 2nd and 3rd grades of general upper high school is determined by the decision of the Minister of National Education and Religious Affairs No 8212/Γ2/28-01-2002 (B' 131). Again for 2020-2021, the curriculum for History in the 3rd grade of general upper high school for students in the Humanities Orientation Group is determined by the decision of the Deputy Minister of Education and Religious Affairs No 203535/Δ2/23-12-2019 (B' 4906).

^v The following articles published in the *Nea Pedia* (New Education) magazine are representative examples of the public debate around this issue: Vlachaki M., (2022). The new History curriculum in primary schools: highlighting the contradictions *Nea Pedia*, vol. 181 (pp.57-71); Gatzotis P., (2022). The History curricula 2021/2015. A critique from an international perspective, *Nea Pedia*, vol. 181 (pp.47-56)); Mavroskoufis, D., (2022). The Frankenstein Curriculum of the subject of History. *New Pedagogy*, vol. 181 (pp.13-26); Palikidis, A., (2022). The History Curriculum for upper high school: some critical remarks. *New Pedagogy*, vol. 181 (pp.27-33); Fardi, K., (2022). Critical reading of the New Curriculum for History. *New Pedagogy*, vol. 181 (pp.34-46); Karamanolis, E., (2022). The Detailed Curricula of History: 'the Danaides' barrel'. *Nea Pedia*, vol. 181 (pp.72-83); Stouraitis, H. (2022). Digitality and the modern History curriculum, *Nea Pedia*, vol. 181 (pp.84-96).

ANNEX

Table 1. History curricula in Greece in relation to educational stages

Period	Stage	Curriculum/Instructions
2002-2003	Primary and secondary education	Government Gazette 303B/13-03-2003, Government Gazette 304B/13-03-2003 https://www.e-nomothesia.gr/kat-ekpaideuse/protobathmia-ekpaideuse/upourgike-apophase-21072a-g2-2003.html Secondary education: Government Gazette 131/7-2-2002 https://edu.klimaka.gr/nomothesia/fek/2334-fek-131-2002-programma-spoudwn-mathimata-lykeio
2011	Local history Secondary education	Secondary education http://repository.edulll.gr/edulll/bitstream/10795/2030/2/2030_Τοπική%20Ιστορία%2c%20Βιωματική%20Δράση%20—%20Γυμνάσιο%5b1%5d.pdf
2014	Pre-school education	Nursery school curriculum https://www.esos.gr/sites/default/files/articles-legacy/1947_1o_meros_pps_nipiagogeioy.pdf
2015	Primary and secondary education	History curriculum in primary school, lower high school and general-education upper high school, Government Gazette 8613/Δ2/19-1-2015 http://repository.edulll.gr/edulll/handle/10795/1779
2018-2019	Primary and secondary education	Ministerial Decision on primary education No 195694/Δ1/2018 - GOVERNMENT GAZETTE 5222/B/21-11-2018 (Repealed) https://www.e-nomothesia.gr/kat-ekpaideuse/protobathmia-ekpaideuse/upourgike-apophase-195694-d1-2018.html Secondary education 35844/Δ2/2019 -GOVERNMENT GAZETTE 959,21-3-2019/ (Repealed) https://www.esos.gr/sites/default/files/articles-legacy/p.s._istoria_gymnasiou.pdf Secondary education 80347/Δ2/2019 GOVERNMENT GAZETTE 2020/B/3-6-2019 (Repealed) https://www.e-nomothesia.gr/kat-ekpaideuse/deutrobathmia-ekpaideuse/upourgike-apophase-80347-d2-2019.html
2020	Secondary education	GOVERNMENT GAZETTE 119511/Δ2 Τεύχος Β' 3971/17.09.2020 The History curriculum in lower and upper high school.

2022	Primary and secondary education	<p>GOVERNMENT GAZETTE 29366/Δ1 23/3/2022, History curriculum in the 3rd, 4th, 5th and 6th grade of primary school https://www.e-nomothesia.gr/kat-ekpaideuse/pGOVERNMENT_GAZETTE_29366/Δ1_23/3/2022rotobathmia-ekpaideuse/upourgike-apophase-29366-d1-2022.html</p> <p>GOVERNMENT GAZETTE 141327/Δ2 11/11/2021 History curriculum in the 1st, 2nd and 3rd grade of lower high school https://www.e-nomothesia.gr/kat-ekpaideuse/deuterobathmia-ekpaideuse/koine-upourgike-apophase-141327-d2-2021.html</p> <p>GOVERNMENT GAZETTE B 5284/2021 12/11/21 History curriculum in the 1st, 2nd and 3rd grade of upper high school http://www.et.gr/idoes-nph/search/pdfViewerForm.html?args=5C7QrtC22wEzH9d6xfVpRXdtvSoClrL8r7_rCVMIGxZ_zJjLAILKfuJInJ48_97uHrMts-zFzeyCiBSQOpYnTy36MacmUFCx2ppFvBej56Mmc8Qdb8ZfRjqZnsIAdk8Lv_e6czmhEembNmZCMxLMtQGgan4i6aiM-TzXn9ngVTbW3f5G_gGVz3_Tpdmj3iBR</p>
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