

Preserving and Promoting Cultural Heritage Values in the Primary School History and Geography Curriculum: An Analysis of Learning Outcomes

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ABSTRACT: This study analyzes the representation of cultural heritage education in Vietnam's primary school History and Geography curriculum, focusing on the orientation toward preserving and promoting heritage values. A qualitative content analysis combined with descriptive quantitative analysis was conducted on heritage-related learning outcomes in the current curriculum. The learning outcomes were coded by heritage type, dimensions of interaction with heritage, and students' expected roles. The study identified 44 heritage-related learning outcomes, including 33 in Grade 4 and 11 in Grade 5. The curriculum covers both tangible and intangible cultural heritage, but mainly emphasizes recognizing, understanding, and exploring heritage; requirements concerning appreciation, preservation, and promotion occur less frequently. The curriculum shows a shift from awareness of heritage toward responsibility through requirements to propose measures for preserving and promoting its values. However, requirements for students to directly undertake preservation and promotion activities are not clearly specified in individual content areas. The findings suggest the need to strengthen the transformation of learning outcomes into age-appropriate experiences and actions, thereby expanding students' participation in preserving and promoting heritage values.

KEYWORDS: cultural heritage education, heritage preservation, heritage value promotion, History and Geography, primary education; content analysis.

I. INTRODUCTION

Schools occupy a particularly important position in this relationship because education creates a systematic environment in which young people can access, explore, and develop relationships with heritage. For intangible cultural heritage, UNESCO (2021) emphasizes the role of both formal and non-formal education in safeguarding and transmitting heritage between generations. UNESCO's World Heritage Education Programme also seeks to provide young people with opportunities to interact with heritage and participate in protecting cultural and natural values; encouraged activities include not only acquiring knowledge but also research, data collection and analysis, role-play, simulation, visits, and other forms of participation (Pierre Galland et al., 2016). Thus, the role of education in relation to heritage should not be limited to helping students know about heritage, but should create conditions for them to understand its value, develop appropriate attitudes, and gradually participate in preserving and promoting those values (Pierre Galland et al., 2016; UNESCO, 2021).

At the primary level, this issue is particularly significant because this is the stage at which students begin to develop an understanding of history, culture, community, and their relationship with their homeland and country. Studies have shown that heritage education in primary schools can be implemented through various approaches. Şimşek and Elitok Kesici (2012), in a study of primary school students in Aydın, Turkey, found that using drama in heritage education could help children become aware of the cultural heritage of their locality, understand the significance of historical structures, and consider what could be done to preserve them. However, realizing these objectives first depends on how heritage is positioned and represented in the curriculum. Barghi et al. (2017), in their analysis of Malaysia's Primary School Standard Curriculum, emphasized that the curriculum plays an important role in integrating heritage education and examined the extent to which it creates opportunities to develop awareness and respect for heritage. Their findings showed that cultural heritage, particularly intangible cultural heritage, is integrated into core subjects such as History, Malay Language, Arts, and Music. This suggests that curriculum analysis should not stop at identifying which heritage elements appear, but should also examine what the curriculum requires students to do with those heritage contents (Barghi et al., 2017).

In Vietnam's primary school History and Geography curriculum, orientations related to heritage are reflected from the subject objectives to requirements for applying knowledge and skills and specific learning outcomes. The curriculum aims to foster national pride, love for the homeland and country, awareness of preserving and developing Vietnamese cultural values, and respect for cultural differences (Ministry of Education and Training, 2018). Notably, in its application requirements, students are

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not only expected to recognize and explore heritage but are also required to propose ideas and carry out certain appropriate actions, including protecting historical and cultural sites.

However, the presence of heritage content in the curriculum alone is insufficient to fully reflect its orientation toward preserving and promoting heritage values. More importantly, it is necessary to determine the level of interaction with heritage required of students. A learning outcome requiring students to identify the location or describe a monument differs from one requiring them to evaluate its value, propose preservation measures, or participate in an activity related to heritage. In other words, it is necessary to distinguish between recognizing heritage, understanding and exploring heritage, appreciating its values, proposing preservation measures, promoting heritage, and taking action. This distinction is particularly important when the ultimate goal is not merely to increase knowledge but also to foster young people's responsibility toward heritage. UNESCO likewise emphasizes youth participation and encourages young people to take active roles in heritage preservation rather than merely receive information about heritage.

Existing studies have clarified the significance of heritage education, proposed approaches for organizing activities, analyzed the possibility of integrating heritage into schools, or surveyed the presence of heritage in curricula. However, in the context of the updated Vietnamese primary school History and Geography curriculum, a systematic analysis of heritage-related learning outcomes is still needed, particularly in terms of the level of interaction expected from students. The gap to be addressed concerns not only which heritage types and contents are represented, but also the extent to which the curriculum moves from recognition and understanding toward appreciation, preservation, promotion, and action. Analyzing this issue can provide a clearer understanding of the relationship between the curriculum's general orientation and its concretization in individual learning outcomes.

Accordingly, this study conducts a content analysis of heritage-related learning outcomes in Vietnam's primary school History and Geography curriculum to clarify the presence of different heritage types, dimensions of interaction with heritage, and the roles expected of students in preserving and promoting heritage values. The study addresses three questions: (1) How are cultural heritage types and contents represented in the primary school History and Geography curriculum? (2) How are heritage-related learning outcomes distributed across dimensions of interaction and expected levels of student participation? (3) To what extent does the curriculum demonstrate a shift from recognizing, understanding, and appreciating heritage toward preserving, promoting, and taking action for heritage?

II. METHODOLOGY

II. A: Theoretical Basis

- Cultural Heritage Education

Cultural heritage is not merely a collection of products, traces, or practices transmitted from the past; it is also a resource containing historical, cultural, social, and community identity values. In education, heritage can simultaneously serve as a learning object, a learning resource, an experiential context, and a means of values education. Therefore, heritage education should not be understood simply as providing learners with knowledge about monuments, artifacts, festivals, or traditions, but as a process that helps learners recognize, understand, appreciate, and develop a responsible relationship with cultural values created and transmitted by communities.

In this study, cultural heritage education is therefore understood as a process of organizing learning opportunities that help students recognize, explore, and understand the value of heritage; develop appreciation and a sense of responsibility; and gradually participate in appropriate activities to preserve and promote those values.

- Education for Preserving and Promoting Cultural Heritage Values

Preservation and promotion are closely related but are not identical. Preservation seeks to maintain the existence, authenticity, significance, and capacity for transmission of heritage, whereas value promotion emphasizes enabling heritage values to continue to be recognized, used, shared, and made meaningful in contemporary life. Accordingly, education for preserving and promoting heritage values should not direct learners only toward protecting heritage in a material sense, but should also help them understand, appreciate, appropriately use, and responsibly communicate heritage values.

In this study, education for preserving and promoting cultural heritage values is therefore viewed as a process that helps students move from recognizing and understanding heritage toward developing appreciation, responsibility, and the ability to propose or undertake appropriate actions to preserve, protect, introduce, and disseminate heritage values.

- From Heritage Awareness to Responsibility and Action

A central issue in heritage education is the level of learner participation. If learning stops at recognizing the name, location, or characteristics of heritage, learners mainly remain recipients of information. When they are given opportunities to directly observe, use sources, investigate, explore, or explain, they become discoverers and constructors of knowledge. When they can express feelings, evaluate significance, and recognize responsibility, participation moves from the cognitive dimension to the

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value dimension. At a higher level, learners can propose solutions, communicate, share, or participate in preservation and promotion activities.

Heritage education can therefore be considered through three interconnected developmental levels:

Level 1 – Awareness: recognizing and understanding/exploring heritage;

Level 2 – Values and Attitudes: appreciating, evaluating, and developing responsibility toward heritage;

Level 3 – Responsibility and Action: preserving, promoting, and participating in action.

For primary school students, “action” should be understood in age-appropriate ways, such as following regulations at heritage sites, choosing appropriate behavior in particular situations, introducing heritage values, creating communication products, or participating in suitable preservation activities. Thus, the shift from knowing about heritage to acting for heritage can be considered an important indicator of the depth of education for preserving and promoting heritage values in the curriculum.

- Levels of Participation and Expected Student Roles in Heritage Education

In addition to what students are expected to achieve, another important dimension is the role assigned to learners by the curriculum. The same heritage content can involve very different levels of student participation depending on the action required.

In this study, student roles are summarized into five levels:

(1) Recipient: recognizing, naming, identifying information, or locating heritage;

(2) Explorer: directly observing, collecting, using sources, investigating, and describing heritage;

(3) Interpreter/Evaluator: presenting viewpoints, evaluating significance, or expressing feelings and attitudes toward heritage values;

(4) Proposer: providing measures, solutions, or approaches for preserving and promoting heritage values;

(5) Actor: directly carrying out or participating in an appropriate preservation or promotion activity.

- Analytical Framework

Based on the above arguments, the study develops an analytical framework along two complementary dimensions.

The first dimension reflects the content and level of interaction with heritage: Recognition → Understanding/Exploration → Appreciation/Evaluation → Preservation → Promotion → Action. Preservation and promotion are treated as two parallel dimensions within the level of responsibility and action, rather than assuming that promotion is a higher level than preservation.

The second dimension reflects student roles: Recipient → Explorer → Interpreter/Evaluator → Proposer → Actor.

II. B RESEARCH METHODOLOGY

- Research Design

The study employs content analysis to identify and analyze how education for preserving and promoting cultural heritage values is represented in Vietnam's primary school History and Geography curriculum. The design combines qualitative content analysis and descriptive quantitative analysis. Qualitative analysis is used to identify, interpret, and classify heritage-related learning outcomes according to the coding framework developed for the study, while descriptive quantitative analysis is used to determine the frequency and distribution of codes, thereby clarifying the extent and trends of heritage education in the curriculum.

- Data Source and Unit of Analysis

The data source is the primary school History and Geography curriculum within Vietnam's General Education Curriculum, including the curriculum issued with Circular No. 32/2018/TT-BGDĐT and the content amended and supplemented in the updated curriculum documents. History and Geography is a compulsory subject in Grades 4 and 5. The simultaneous use of the original document and the amended and supplemented content was intended to accurately reconstruct the curriculum in effect at the time of the study.

The study focuses on Grade 4 and Grade 5 learning outcomes directly related to cultural heritage. A learning outcome was included in the dataset if it referred to at least one of the following: (i) heritage, historical-cultural sites, structures, or locations of historical-cultural value; (ii) festivals, customs, practices, arts, traditional occupations, or cultural expressions; (iii) historical, cultural, and traditional values associated with heritage objects; or (iv) activities to preserve, protect, introduce, or promote cultural values.

The unit of analysis is one heritage-related learning outcome. When a learning outcome contains multiple actions or expressions, it may receive multiple corresponding codes rather than being forced into a single group. This multi-label coding is particularly necessary for learning outcomes that simultaneously address preservation and promotion of heritage values.

- Coding Framework

The coding framework was developed by combining deductive coding based on theories of heritage education, preservation, and value promotion with inductive coding based on the language and structure of the learning outcomes in the primary school History and Geography curriculum. The analytical framework focuses on three dimensions: (1) heritage type represented; (2) dimension of student interaction with heritage; and (3) level of student participation/agency.

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For the second dimension, learning outcomes were coded into six groups: recognition; understanding/exploration; appreciation/evaluation; preservation; promotion; and action. Recognition refers to requirements for students to identify, name, or locate heritage; understanding/exploration includes describing, presenting, investigating, or explaining heritage characteristics and values; appreciation/evaluation reflects attitudes, evaluation, pride, or respect for heritage values; preservation includes requirements related to keeping, protecting, and preserving heritage; promotion reflects introducing, sharing, disseminating, or proposing ways to promote heritage values; and action is used when the curriculum requires students to directly participate in or carry out a specific action concerning heritage.

Table 1. Coding framework for dimensions of student interaction with cultural heritage

Code	Dimension	Main identification criteria
NB	Recognition	Recognize, name, identify, point out
UE	Understanding/Exploration	Describe, present, investigate, explain
AE	Appreciation/Evaluation	Comment, evaluate, express appreciation/pride
PR	Preservation	Maintain, protect, preserve
PM	Promotion	Introduce, share, disseminate, promote
AC	Action	Participate in or carry out a specific action

- Data Collection and Coding Procedure

The analysis was conducted in five steps. First, all learning outcomes in the Grade 4 and Grade 5 History and Geography curriculum were extracted and organized into a database. Second, learning outcomes were screened according to the selection criteria to identify the heritage-related dataset. Third, the preliminary coding framework was piloted on part of the data to examine clarity, distinguishability among codes, and the handling of overlapping cases. Based on the pilot coding, operational definitions and coding rules were revised before formal analysis.

Fourth, all learning outcomes were coded according to the three identified dimensions. For units containing multiple expressions, the study applied the multi-label coding principle. For example, a learning outcome requiring students to propose measures to preserve and promote the value of a heritage site was coded under both PR and PM rather than assigned a single representative code.

Fifth, cases that remained inconsistent or could belong to multiple groups were reviewed based on the operational definitions and the full context of each learning outcome. This procedure was intended to ensure that classification reflected the substantive educational content of the curriculum rather than merely the mechanical occurrence of keywords.

- Data Analysis

After coding, the data were analyzed at both quantitative and qualitative levels. First, frequencies and percentages were calculated to determine the distribution of learning outcomes by grade, heritage type, dimension of interaction with heritage, and level of student participation. Cross-tabulations were used when necessary to examine the distribution of codes between Grades 4 and 5 or among heritage-content groups.

Next, qualitative analysis was conducted on representative learning outcomes to clarify how the curriculum constructs students' roles in heritage education. The analysis focused particularly on the shift from requirements centered on recognition and understanding toward appreciation, preservation, promotion, and action, while also examining the gap between requiring students to propose measures and requiring them to actually carry out heritage-related actions.

III. RESULTS AND DISCUSSION

III. A: Research Findings

- Presence and Distribution of Cultural Heritage Content in the Curriculum

The analysis shows that cultural heritage is clearly represented in the primary school History and Geography curriculum, from general objectives and subject-specific competency requirements to specific learning outcomes for Grades 4 and 5. At the level of objectives, the curriculum not only aims to develop historical and geographical competencies but also specifies the cultivation of national pride, love for the homeland and country, awareness of preserving and developing Vietnamese cultural values, and respect for cultural differences among countries and peoples. At the level of subject-specific competencies, students are expected to recognize values and traditions connecting Vietnamese people, explore historical and cultural diversity across regions, and, notably, "propose ideas and carry out certain actions," including protecting historical and cultural sites.

Applying the selection and coding criteria described in Section 3, the study identified 44 learning outcomes directly related to Vietnamese cultural heritage, of which 33 (75.0%) belong to Grade 4 and 11 (25.0%) to Grade 5. This distribution indicates that heritage education content is more concentrated in Grade 4. This may be explained by the structure of the

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curriculum: Grade 4 is organized primarily around the geographical space of localities and regions of Vietnam, whereas Grade 5 shifts its focus toward Vietnam's historical development and expands to neighboring countries, the region, and the world.

Table 2. Distribution of heritage-related learning outcomes by grade

Grade	Number of Learning Outcomes to Be Achieved	Percentage (%)
Grade 4	33	75,0
Grade 5	11	25,0
Total	44	100,0

In Grade 4, heritage is integrated into multiple content areas. First, local heritage is represented through requirements for students to describe features of housing, customs, practices, festivals, clothing, and cuisine, and to choose a representative local food, costume, or festival for introduction. Heritage of different regions and ethnic communities is also included, such as the Gầu Tào Festival, Then singing, Xòe Thai dance, Lồng Tồng Festival, highland markets, village culture in the Red River Delta, cultural features of southern Vietnam, and the Space of Gong Culture in the Central Highlands.

Another prominent group consists of monuments, architectural complexes, and historical-cultural locations, including the Hùng Kings Temple, the Temple of Literature – Imperial Academy, the Complex of Huế Monuments, the Ancient Town of Hội An, and the Cù Chi Tunnels. For these contents, learning outcomes are often organized from identifying locations, investigating characteristics and values, to proposing measures for preservation or promotion. For example, in relation to the Complex of Huế Monuments, students identify its location, describe its beauty and representative structures, recount historical stories, and propose measures to preserve and maintain its values; for the Ancient Town of Hội An, the highest-level requirement is to propose measures for preservation and promotion.

In Grade 5, heritage content is less concentrated in independent themes but remains integrated through legends, archaeological evidence, artifacts, and historical architecture. Students are required to explore Văn Lang – Âu Lạc through legends and archaeological evidence; investigate Funan through legends, evidence, and archaeological artifacts; and identify, describe, and explore surviving Champa temples and towers. Intangible cultural heritage is also represented through the Hoàng Sa soldiers' commemoration ceremony and the requirement to respect the cultural diversity of Vietnam's ethnic groups.

Overall, the curriculum represents both tangible and intangible cultural heritage, ranging from monuments, architecture, and archaeological artifacts to festivals, customs, legends, performing arts, cuisine, and cultural traditions. This demonstrates that heritage is not treated as an isolated body of knowledge but is integrated into relationships among history, geography, community life, and cultural identity.

- Dimensions of Student Interaction with Cultural Heritage

The coding results show that learning outcomes are not evenly distributed across dimensions of interaction with heritage. Of the 44 identified learning outcomes, 27 (61.4%) focus on understanding and exploring heritage, 8 (18.2%) on recognition, 4 (9.1%) clearly express appreciation/evaluation, 5 (11.4%) concern preservation, and 5 (11.4%) concern promotion. Because one learning outcome may receive multiple codes when it contains multiple dimensions, the percentages do not total 100%.

Table 3. Distribution of dimensions of interaction with heritage

Dimension	Number of learning outcomes	Percentage of 44 learning outcomes (%)
Recognition	8	18,2
Understanding/Exploration	27	61,4
Appreciation/Evaluation	4	9,1
Preservation	5	11,4
Promotion	5	11,4
Direct preservation/promotion action	0	0,0

The first notable finding is the clear dominance of the cognitive dimension, particularly understanding and exploring heritage. Common verbs include *describe*, *present*, *state*, *recount*, *investigate*, *collect*, and *use sources*. For example, students are required to use historical and folk-cultural sources to present an overview of the Hùng Kings' Commemoration Festival; describe the material and spiritual life of ancient Vietnamese people through patterns on Đông Sơn bronze drums combined with legends; and read sources to describe the architecture and functions of the Temple of Literature – Imperial Academy.

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However, the number of learning outcomes directly expressing emotional and value dimensions is considerably lower. Representative cases include expressing pride in national traditions through the Hùng Kings' Commemoration Festival; expressing thoughts about the tradition of respect for learning; demonstrating awareness of preserving and promoting the cultural traditions of Thăng Long – Hanoi; and expressing respect for the cultural diversity of Vietnam's ethnic groups.

An important finding is that preservation and promotion have been expressed through specific learning outcomes rather than existing only in general objectives. The curriculum requires students to propose measures to preserve and promote the value of the Red River; demonstrate awareness of preserving and promoting the cultural traditions of Thăng Long – Hanoi; propose measures to preserve the Complex of Huế Monuments; and preserve and promote the value of the Ancient Town of Hội An.

Notably, the 2025 curriculum amendment clarified the “promotion of value” dimension in several areas. The requirement concerning the Temple of Literature – Imperial Academy was revised from proposing measures to “preserve historical monuments” in the original curriculum to proposing, at a simple level, measures to “preserve and promote the value” of the Temple of Literature – Imperial Academy. This change indicates that the curriculum is no longer focused solely on maintaining the physical condition of monuments, but is beginning to pay clearer attention to continuing to make heritage values accessible and disseminated.

- Students' Roles in Heritage Preservation and Promotion Education

At the next level, the explorer role is more prominent. Students are not merely provided with knowledge by teachers; they are required to read diagrams, observe images, collect and use sources, and explore legends, archaeological evidence, historical stories, and artifacts. For example, the Văn Lang – Âu Lạc content requires students to explore the emergence of the state through legends and archaeological evidence; the Champa content requires students to collect sources to describe temples and towers and explore related stories.

Most notably, the proposer role appears in several heritage-related contents. For selected heritage sites, students must provide preservation or promotion measures rather than merely recognize problems. The updated curriculum requires students to propose measures to preserve and promote the value of the Temple of Literature – Imperial Academy, propose measures to preserve and maintain the value of the Complex of Huế Monuments, and propose measures to preserve and promote the Ancient Town of Hội An.

However, the coding of specific learning outcomes shows that no heritage-related learning outcome explicitly requires students to directly carry out a preservation or promotion action. The highest-level verbs are primarily propose, demonstrate awareness, or introduce. This is noteworthy when compared with the subject-specific competency requirements at the general curriculum level, where students are expected not only to “propose ideas” but also to “carry out certain actions,” including protecting historical and cultural sites.

- From Heritage Awareness to Preservation and Promotion

When all codes are considered along a progression from awareness to responsibility and action, the primary school History and Geography curriculum has begun to form a relatively clear structure: Recognition → Investigation/Exploration → Appreciation of Value → Proposal of Preservation/Promotion.

This is particularly evident in specific heritage topics. For the Temple of Literature – Imperial Academy, students move from identifying structures on a diagram, to reading sources to understand architecture and functions, expressing thoughts about the tradition of respect for learning, and finally proposing measures to preserve and promote the site's value. For the Complex of Huế Monuments, the sequence moves from locating and describing its beauty and structures, to recounting historical stories, and then proposing measures to preserve and maintain its values. For the Ancient Town of Hội An, the progression from identifying its location and describing its architecture leads to proposing measures for preservation and promotion.

However, this shift does not occur evenly throughout the curriculum. More than 60% of heritage-related learning outcomes remain concentrated on understanding and exploration, while direct requirements concerning preservation and promotion account for approximately one-tenth each. In particular, the direct action level has not been concretized as a separate learning outcome in heritage topics, even though it appears in the description of the subject-specific competency.

III. B: Discussion

- Heritage Education in the Curriculum Has Moved Beyond Knowledge Transmission

An important finding is that the History and Geography curriculum does not approach heritage merely as content for students to memorize. At the level of objectives, the curriculum emphasizes developing awareness of preserving and developing Vietnamese cultural values while requiring students to respect cultural differences among countries and peoples. At the level of subject-specific competencies, students are required to observe, consult documents, use sources, present viewpoints, comment on cultural diversity, and apply knowledge to practice.

The coding results in Section 4 show that more than half of the heritage-related learning outcomes focus on understanding/exploration, involving actions such as describing, presenting, investigating, collecting, and using sources. This

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indicates that the curriculum creates opportunities for students to approach heritage through active cognitive activities rather than merely receive information. Thus, at the structural level, the curriculum demonstrates a trend from “learning about heritage” toward “learning through heritage.” Heritage serves both as content and as a source of materials through which students explore history, geography, and culture. This is a strength of the curriculum because it connects heritage education directly with the development of historical and geographical competencies rather than treating heritage as an additional, separate content area.

- The Curriculum Has Established a Progression from Awareness to Responsibility, but It Is Not Yet Balanced

The findings show that learning outcomes can be arranged into a relatively clear progression: recognition → understanding/exploration → appreciation/evaluation → preservation/promotion. This indicates that the curriculum has begun to connect three educational layers: awareness, values/attitudes, and responsibility. This is important because heritage preservation and promotion education is unlikely to be effective if it stops at understanding without creating opportunities for students to develop perspectives and responsibility toward the values they learn about.

However, the distribution across these layers is not balanced. Awareness-related learning outcomes clearly dominate, while requirements concerning appreciation, preservation, and promotion appear less frequently. The results suggest that the current curriculum still places relatively strong emphasis on helping students know and understand heritage, while the development of responsibility and behavior is concentrated in several representative topics.

This imbalance should not necessarily be considered an absolute limitation, because primary school students need a cognitive foundation before they can develop appropriate attitudes and actions. Nevertheless, if heritage education aims to develop responsible actors, stronger connections between cognitive requirements and tasks involving behavior, choices, preservation, and promotion are necessary.

- Preservation and Promotion Have Been Specified in the Curriculum, but Mainly at the Level of “Proposal”

The curriculum amendment further clarifies the promotion dimension. The requirement concerning the Temple of Literature – Imperial Academy was changed from “preserving historical monuments” to “preserving and promoting the value” of the site. This indicates that the updated curriculum has moved from an approach focused primarily on protecting existing conditions toward a broader approach in which heritage values should continue to be recognized, used, and disseminated.

However, the coding results show that the highest-level requirements still mainly use verbs such as “propose,” “demonstrate awareness,” or “introduce.” In other words, students are asked to think about actions and propose actions, but are not yet regularly required to directly undertake preservation or promotion activities.

This represents a noteworthy gap between competency expectations at the general level and their concretization in individual content areas. The description of subject-specific competencies explicitly states that students should “propose ideas and carry out certain actions,” including protecting historical and cultural sites. Meanwhile, in topic-specific learning outcomes, the “carry out actions” component is not clearly represented.

This finding indicates a degree of misalignment between expected competency levels and their concretization in content, and this gap may need to be addressed through teaching practice. Teachers can transform requirements to “propose measures” into age-appropriate action-oriented tasks such as developing preservation messages, creating heritage introduction products, participating in activities to maintain site surroundings, role-playing as tour guides, or organizing heritage-sharing activities within schools and communities.

- Students' Roles Have Expanded, but the Degree of Student Agency Differs Across Content Areas

The proposer role also appears in preservation and promotion content. However, the actor role has not been strongly concretized at the level of learning outcomes. This indicates that the curriculum currently provides an intermediate level of student agency: students are allowed to comment, propose, and express viewpoints, but are not always required to participate directly in action.

From the perspective of teaching organization, this finding suggests that the responsibility for moving the curriculum from “proposal” to “experience and action” largely rests with the pedagogical design of teachers and schools. This is also where experiential learning, learning at heritage sites, small projects, community activities, and communication products can complement learning outcomes that remain oriented toward cognitive expression.

IV. CONCLUSIONS

The study shows that the preservation and promotion of cultural heritage values are represented in the primary school History and Geography curriculum, from general objectives and subject-specific competency requirements to specific learning outcomes. Among the 44 heritage-related learning outcomes, content is concentrated mainly in Grade 4 and primarily focuses on understanding and exploring heritage. Requirements concerning appreciation, preservation, and promotion are present but occur less frequently. Notably, the curriculum establishes a relatively clear progression from recognition, investigation/exploration, and appreciation to proposing measures for preservation and promotion; however, direct requirements for taking action on heritage have not been concretized in specific topics, even though this orientation is stated at the level of subject-specific competencies.

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The findings therefore suggest that, in teaching practice, teachers should make full use of the sequence of learning outcomes, create opportunities for students to work with sources and heritage, express viewpoints, propose solutions, and participate in age-appropriate actions such as introducing heritage, developing communication products, or carrying out suitable preservation activities. Implementation should address both tangible and intangible heritage while connecting heritage content with local and community contexts.

From a research perspective, the findings reflect the intended curriculum rather than its implementation in practice or its outcomes for students. Future research should therefore examine teachers' instructional practices and students' actual levels of participation in activities for preserving and promoting heritage values.

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