Abstract
This paper proposes Piaget’s theory as an explanation of cognitive development as ground for a learning theory. Firstly, it suggests that Piaget did not consider himself as a researcher nor a theorist of education but instead, he had a common interest between his intellectual project and educational researchers. Then, it proposes a possible explanation on learning of school knowledge fields using Piaget’s approaches. Thirdly, restrictions of this project are evident by difference between the basic learning study and the classroom learning study. Finally these approaches are interpreted according to the relationship ‘subject-object knowledge’.

Keywords
Piaget, learning theories, school learning, subject-object knowledge.