

ABSTRACT

This thesis presents research on primary schools in the Czech Republic, selected according to whether they were included in the Thematic report of the Czech School Inspectorate in 2023. The thesis focuses on the results of this report for the educational field of Chemistry. Within the theoretical part, the gradual development of curriculum documents in the Czech Republic is elaborated with regard to the currently ongoing revision of the RVP ZV. In the practical part, an analysis of the school curriculum of the given schools is worked, focusing on the distribution of the number of teaching hours in the educational field of Chemistry within the educational field of Human and Nature, as well as an analysis of the distribution of available hours in the educational fields. An analysis of the amount of active verbs in the expected outcomes and whether primary schools have included teaching methods in their school curriculum is also made. The final section shows, among other things, that the highest number of available hours is devoted to the educational area of Human and Nature (median of 6 teaching hours), that the teaching of the educational area of Chemistry still persists under the title of Chemistry in the eighth and ninth grades with two teaching hours each, and that the highest number of teaching hours within the educational area of Human and Nature is devoted to Geography. The observed number of active verbs is at the median value of 69 with an average of 77 active verbs. The thesis has the potential to help illustrate the issue of active verbs in the development of expected outcomes and also to highlight the issue of available hours.

KEYWORDS

School educational program; curriculum analysis; chemistry education