

Abstract (in English)

This theoretical bachelor thesis focuses on didactic potential of microhistorical topics of the 20th century in history education at grammar schools with an emphasis on the development of complex historical thinking. The thesis aims to identify how microhistorical topics can contribute to the development of students' historical literacy, the promotion of critical thinking, and the enrichment of students' personality. In addition to the analysis of basic standards of history teaching and the individual factors influencing the school subject of history, the thesis focuses on teaching methods and specific materials that illustrate how historical anthropology topics can be effectively integrated into curriculums, how they can be placed in broad context of the so-called Big History as well as the individual themes set out in the Czech Framework Educational Programme Curriculum for Grammar Schools.