

## **ABSTRACT**

This diploma thesis deals with teaching growing at primary schools. In the theoretical part the subject growing is characterized and there is a brief history of teaching this practical subject. Furthermore, attention is paid to the current representation of growing in school education programs, there is an overview of expected outcomes and content of the subject matter of this course and possibilities of application of cross-curricular themes and interdisciplinary relations within it. At the end of the theoretical part there are spatial possibilities for teaching this subject, possibilities of innovation of subject and its link with food sovereignty and the use of local food.

The practical part firstly answering the basic research question: How is the teaching of the subject of cultivation work in selected primary schools? The characteristics of each school are described, the hourly subsidies and forms of teaching of this subject, the equipment of the school for the teaching of the course, and the current, interesting and unconventional methods that can serve as examples of good practice of teaching Cultivation works. These dates were assessed in the form of qualitative research.

In addition, the practical part is answering the secondary research questions and the results of the quantitative survey, carried out both between the teachers of the schools visited and the pupils of these schools. The conclusion of the practical part is devoted to the summary of results and their comparison and discussion. The results showed that despite the fact that the schools visited have good spatial and staffing facilities for teaching the cultivation works, this item does not belong to the pupils ' favorite work activities.

## **KEYWORDS**

growing, the elementary schools, food sovereignty, subject teaching, good practice, work activities