

Abstract

About fifteen years ago, the Czech education system underwent a curricular reform. Thanks to that, schools have gained more freedom, but also responsibility how education will look in their case. The implementation of the reform was accompanied by various expectations but also by misunderstandings and problems. A revision of Framework Education Programme (FEP) is now planned. At the moment, however, it is not yet clear what will be the subject or the goals of this revision.

This work aims to examine the current situation in the field of natural science and to subject selected school educational programs (SEP) to quantitative analysis. SEPs are understood here as one of the possible indicators of how some ideas from the Framework Educational Programs for Lower Education were conceived and developed by teachers. The thesis focuses mainly on areas that have been newly accentuated by the curricular reform. These are topics of key competences, interconnection of subjects (either within cross-curricular topics or interdisciplinary links through selected curriculum) and last but not least the topic of methods and forms of teaching and work with the content itself.

All online SEPs of Prague lower secondary schools (plus ten unpublished on the school websites) were analyzed, taking into account only the life science section. The obtained data were recorded in a table, processed statistically and then subjected to the analysis of the main components. The results obtained were related to the data on the size of schools, their founders and subsequently were compared with data from the schools, whose SEPs were not published online.

The results showed that most schools made limited use of the new opportunities offered by FEPs. Usually, the school focused on one category (cross-sectional topics, curriculum, etc.) and devoted more detail to it. Separation of life science from other subjects still prevails, the structure of the curriculum follows the majority approach of textbooks and the key competences along with the cross-cutting themes seem to be incorporated rather formally. Teaching life science through direct work with living organisms is rather exceptional.

Key words: school education program, natural science, lower secondary education