

## **Abstract**

The diploma thesis deals with the issue of a part of geographical literacy, specifically the skills associated with working with graphics such as tables, graphs, maps, or pictures, but, to a lesser extent, with the necessary knowledge.

The thesis is divided into a theoretical part, where the literature on the topic is discussed and a practical part, where I describe the process of creating the test, its application and evaluation. The results are then subjected to analysis and discussion.

In the research, I used the method of testing pupils of different schools – from elementary schools (lower secondary stage) to grammar schools and from Prague's schools to the Central Bohemian's ones. The testing took place in electronic form. The research sample of testing consisted of ninth-grade elementary school students and their equivalent groups from grammar schools - quarters. This is therefore a group of children aged about 15, for whom it is assumed (mainly for lower secondary ones) that they will no longer come into contact with formal geography education, and therefore they should be elementary geographically literate youths.

The results of the work show that geographical knowledge is an important prerequisite for the development of geographical skills. Furthermore, the marks that students receive at school correspond to their success in testing. Pupils from grammar schools do better in their work than pupils from lower secondary schools, and at the same time pupils from Prague achieve better results than pupils from schools outside Prague. Pupils demonstrated the greatest skills in the tasks, where they combined graphs and tables. On the contrary, the most problematic were the skills where the pupils had to interpret the data from the photograph.