

Abstract

The incoherence of the Czech school system, which is based on the existence of three different types of grammar schools, results in a time inconsistency in the teaching of some subjects. Today, pupils at eight-year grammar schools encounter the subject of chemistry for the first time one to two years earlier than pupils at primary schools. However, the same textbook may be presented to both groups, but it may be inappropriate for younger pupils as it would not reflect the fact that they are not cognitively advanced enough. How do eight-year grammar schools themselves approach this disparity? Does the approach to teaching chemistry to younger pupils differ in foreign countries in any way? These are the questions this thesis seeks to answer. To find the answers, an analysis of Czech and selected foreign curriculum documents was used. The most important results of this thesis include the fact that eight-year grammar schools in the Czech Republic most often include a total of seven teaching units during the first year of chemistry teaching, of which the most abstract concepts are included in the teaching unit *Particle composition of substances*. In foreign countries, the teaching of chemistry to younger pupils does not go as in-depth as in our eight-year grammar schools, but comparable topics are included in the teaching and in a similar order. This thesis also contains a teaching material for younger pupils of eight-year grammar schools focusing specifically on the particle composition of substances. This teaching material is suitable for lower grades of eight-year grammar schools not only because of the balanced number of abstract terms, but also because of the inclusion of a number of activation methods to help students understand this important topic.

Key words

Chemistry, chemistry education, Eight-year grammar school, Teaching material