

## **ABSTRACT**

The thesis examines the development of pupils' understanding of geometric concepts during the transition from primary school grade 1 to grade 2. In the theoretical part, the theoretical background of the introduction of geometric concepts at the 1st grade, their anchoring in the RVP ZV and the line of building concepts in two series of mathematics textbooks are presented. At the end of the first part, didactic environments that are suitable for building the concepts of circumference and content are presented.

The second part of the thesis contains research aimed at finding out at what stage of the process of understanding geometric concepts pupils are at when they move to Grade 2. The research was carried out by means of a didactic test in four 6th grade classes, and the results are translated in the form of tables. After the test, the selected pupils were interviewed to find out what previous knowledge and skills led them to solve the problems. A sample of pupils was used to attempt to re-teach the skills, which will be tested again in a second round of testing after three months of teaching; the result is again presented in the form of tables. Finally, the fulfilment of the aims of the thesis is evaluated.

## **KEYWORDS**

geometry, polygon, area, circumference, schema building, cognitive process of the measurement