

The present thesis, entitled Stages of human life in children's conceptions and in teaching, deals with children's preconceptions about the stages of human life, as well as their treatment in teaching materials. The thesis comprises a theoretical and an empirical part. The former is divided into five chapters, with the first of them focused on key notions, the second describing the development of cognitive processes, the third and fourth chapters examine the framework educational programme for primary schools and textbooks of the subject „basics of humanities and natural science“, and the final chapter is dedicated to the children's conceptions themselves. The empirical part also consists of five chapters. Its objective is to find out as much as possible about the conceptions of children within the stages of human life. The research of qualitative nature uses in-depth semi-structured interviews with sixteen children. The acquired data are analyzed by the open coding method and the subsequent method of exposing cards. The penultimate chapter features practical recommendations concerning school instruction related to this topic. The conclusion of the thesis summarizes the findings acquired during the research.