

This thesis deals with the problem of climate change and its role in geography lessons at grammar schools and higher elementary schools. The introductory part describes the current state of knowledge of this global problem with regard to the needs of geography teachers. It also lists sources which the teachers can use to obtain professional information on these issues. Key part of this thesis is largely a qualitative research conducted at grammar schools and to a lesser extent, at primary schools. The research included interviews with students and teachers and analyzing educational geography documents and textbooks. Final part of the thesis then consists of proposals of climate change integration in geography education, as well as specific teaching methods designed on the basis of research results and their practical test during geography lessons. The whole thesis should analyze the current situation and also serve geography teachers in their efforts to integrate climate change issues into their lessons.