

Abstract

This Thesis is aimed to compare the concept of geographical education in England and Czech Republic. The comparison is based on describing the system of geographical curriculum documents of both countries and looking for differences in ways of specification and range of geographical educational content. The Thesis proposes oneself contributing to a discussion about curriculum documents of geography being newly developed. Simultaneously the Thesis enriches discussion about „What, how and why teach in geography“.

We can divide the composition of the Thesis into two main parts. The first one is comprised of analysis of literature, including approach of terms of issue studied and methods of comparative enquiries. Second part compares the system, structure, form and content of geographical curriculum documents. This part is split into three subsets. The first one covers comparison of curriculum documents system, the second one compares the curriculum's documents for obligatory education of geography and the third one is given to comparison curriculum documents for postobligatory geographical education.