

Abstract:

The thesis is focused on differentiation in school curriculum at primary schools. Its aim is to describe the conditions and schemes of differentiation in school curriculum at selected primary schools in Prague and to confirm if and how they are fulfilled in the classes. It is focused mainly on care for the groups of children to whom differentiation is highly recommended. These are children with specific educational needs and talented children. The practical part of the thesis presents results of qualitative research in casuistries of selected Prague primary schools, their school curriculum and practical use of the differentiation of education in their classes. The casuistries contain descriptions of functional and tested models of individualization and differentiation at these schools. Of organizational structures (as they are described in theory) combinations of these are used most often: intrinsic differentiation (in common classes) – individually or in groups (sometimes with pedagogical assistant) and group extrinsic differentiation, that is formed as special care for children either with specific educational needs or talented children.

Key words: differentiation, individualization, talented child, school curriculum, child with specific educational needs