

The aim of the thesis is to look into historical evolution of teachings subject - Homeland study at first stage of primary school. Special emphasis is put on the „first republic Czechoslovakia" period between years 1918 and 1938 when main topics of education were solved on pages of magazine „Školské reformy". In each era has homeland study different target and different content of education. Therefore national curriculum differs in quota of hours. It wasn't always convention that elementary teaching had preceded or had been followed up by homeland study. In some historical periods elementary teaching was even merged with other teaching subjects. It is very interesting to compare different eras of elementary teaching to understand the meaning of this theme.