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| **Name of trainee** |  | **Trainee ID No** |  |
| **Name of observer** |  | **Subject** | **Geography** |
| **Key stage/Year group** | **KS1** | **Number of learners in session** | **31** |
| **Number of the lesson observation** | **7** | **Date** | Click or tap to enter a date. |

| **Subject knowledge and curriculum** | |
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| Evidence of what the trainee knows, understands, and can do. Pedagogical knowledge. Use of assessment.  Trainee displayed the learning objective upon the board allowing children opportunities to read and understand. She then used her well sequenced power point to review previous lessons and assess what the children had remembered. Trainee used opportunities to embed key vocabulary that had been taught previously and used questioning to ensure children understood.  Trainee had previously taught compass points and the children had all remembered the mnemonics they had created.  Trainee linked previous learning of human and physical features to her teaching, again reinforcing previous knowledge.  The activity set was well thought through as it incorporated all previous learning and allowed the children to independently apply their knowledge.  Trainee had also planned an extension task for any children that may have finished to stretch their learning.  Trainee finished her lesson by showing the children her map and explaining that if they have followed her instructions this is what theirs should look like, encouraging self assessment. | Key discussion points ***may*** include:   * The trainee’s subject knowledge. * The trainee’s teaching of the subject content. * The teaching of subject specific skills and knowledge. * Use of and understanding of technical vocabulary. * Appropriate subject specific learning objectives. * Ability to pre-empt and respond to subject specific misconception. * Adaptive teaching. * How children learn. |

| **Further key points emerging from the session** | |
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| E.g., impact on learning, depth of understanding  Trainee addressed low level disruption instantly, avoiding it developing.  She gave opportunities for all children to answer questions and adapted questions to encourage the key vocabulary to be used.  It was lovely to see Trainee linking the children’s own personal experiences of maps, such as maps of theme parks or local parks.  Trainee started her input with all children sitting on the carpet and then transitioned to all children sitting at their tables to follow instruction for the activity.  The activity needed the children to follow Trainees instruction drawing symbols on the map, this is something the children will benefit from as following instructions can be hard for this class. She used positive praise throughout. | Key discussion points (relevant to this lesson) which ***may*** include:   * High expectations and managing behaviour * How pupils learn, classroom practice & adaptive teaching * Subject knowledge and curriculum * Assessment * Professional behaviours |

| **Key strengths of lesson/session** (this would normally include an aspect of subject knowledge) | |
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| High expectations and managing behaviour  How pupils learn, classroom practice & adaptive teaching  Subject knowledge and curriculum  Assessment  Professional behaviours | * Key vocabulary and good links to prior learning. Excellent activity that incorporates all previously taught knowledge. * Well organised lesson, transitioning from carpet to tables enhancing focus. * Assessing children prior knowledge using revisit and review and differentiated questions. Allowing children to assess their own work at the end of the lesson. |

| **Opportunities for further development** | |
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| Overall this was a very enjoyable lesson to observe. Trainee may benefit from observing older year groups Geography lessons to support her teaching journey.  Look at resources on Geographical Association subject site. | These ***may*** become targets in WDS but further opportunities can also be identified here, for example:   * Observing expert teachers/discussions with expert colleagues -i.e., subject coordinators. * Discussing/engaging with diversity and inclusion matters. * Observing/teaching learners with EAL and SEND. |