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| **Name of trainee** |  | | | **Subject** | **Geography** |
| **Name of mentor** |  | | | **Key stage** |  |
| **Name of link tutor** |  | | | **Class** |  |
| **Programme** |  | | | **Number of learners in session** |  |
| **Professional practice**  **Phase (please check box)** | Introductory | Developmental | Consolidation | **Number of the lesson observation** |  |
| **School/setting name** |  | | | **Date** | **Enter date** |

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| **Key points emerging from the session** |
| *Evidence of what the trainee knows, understands, and can do linked to the EHU curriculum.* |

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| **Geography Research and Subject Association Links:**  [**The Geographical Association**](https://geography.org.uk)  [**The Royal Geographical Society**](https://www.rgs.org/) | |
| Subject Specific Elements.  *What makes an effective Geography lesson?* | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |
| * Planning shows a clear awareness of the national curriculum and its key dimensions (locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork) * Planning identifies how children will make progress in their knowledge and understanding of appropriate geographical ‘key’ and ‘organising’ concepts. * A secure locational knowledge supports children to develop their own locational knowledge using maps, globes and/or atlases. * Children are taught appropriate knowledge of human/physical processes, making connections to a particular place/s to make learning relevant. * A secure knowledge of the place/s taught allows stereotypes of people and places to be addressed and challenged. * A range of high-quality resources are used (maps, images, videos, media etc) to support children in developing a deeper understanding of geographical processes/concepts/places. * Children are provided with opportunities to think critically about the resources they use to find out about geographical processes/concepts/places. * Children are given the opportunity to use maps and/or digital mapping software (e.g. Digimap for Schools) to identify geographical patterns or to find out more about a place. * Geographical enquiry is used at an appropriate point in children’s learning when they are equipped with the necessary skills and knowledge to tackle the enquiry successfully. |  |

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| **What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?** | |
| High Expectations and Managing Behaviour  How Pupils Learn, Classroom Practice & Adaptive Teaching  Subject Knowledge and Curriculum  Assessment  Professional Behaviours |  |

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| **Opportunities for further development**  **Target setting prompts**  [Primary subject specific target setting - Mentor Space](https://sites.edgehill.ac.uk/mentorspace/support-for-target-setting/primary-target-setting/) | | |
| What needs developing? Choose 1 or 2 targets for development. | How, where or when could the trainee observe practice and/or receive feedback. | Who will organise this? |

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| **Observer (mentor)** | **Name** | **Signature** |
| **Observer (link tutor)** | **Name** | **Signature** |
| **Trainee** | **Name** | **Signature** |