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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** |