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| **Name of trainee** |  | | | **Subject** | **History** |
| **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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| **History Research and Subject Association Links:**  <https://www.history.org.uk/>  <https://www.schoolshistoryproject.co.uk/> | |
| Subject Specific Elements.  *What makes an effective History lesson?*  *Planning-*   * Planning shows a clear awareness of the national curriculum and the key principles of History (Knowledge and Understanding, Chronological Understanding, Enquiry, Interpretation and Organisation and Communication). * Planning identifies how children will make progress in their knowledge and understanding of appropriate historical chronological knowledge and substantive concepts.   Teaching   * Children are taught appropriate chronological knowledge making connections to particular events, times and people of the past, in order to provide a context for their learning. Teaching is adapted in order to support the individual needs of the children in the class. Pupils are guided and supported to be successful and make progress in their learning (scaffolding, modelling). * Stereotypes and misconceptions to be addressed and challenged through a secure chronological knowledge. * A range of high-quality resources are used (such as; census materials, photographs, artefacts and other documents etc) to support children in developing a deeper understanding of the historical times they are studying. * Children are provided with opportunities to think critically and select information in order to make statements and draw conclusions about the time and people they are studying. * An enquiry is structured and modelled with the necessary skills and knowledge to complete the enquiry successfully and questioning is used effectively to promote historical discussion and develop historical understanding and a sense of time. * Historical vocabulary and the language on enquiry is used effectively. (AD, BC, CE, BCE, It might mean, It could mean…)   Assessment and Evaluation   * Assessment opportunities are undertaken to review historical learning, eg appropriate formative assessment or end of lesson quizzes. * Has the trainee evaluated their own development? | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |

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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 | | |
| 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** |