

## Geography

### Pupils who are gifted in Geography are likely to:

- Understand concepts clearly, can apply this understanding to new situations and develop a thirst for enquiry learning**, e.g. Understanding geographical ideas and theories, and apply them to real situations.
- Communicate effectively in a geographical style using both the written and spoken word** e.g. They communicate knowledge, ideas and understanding in ways that are appropriate to the task and audience (for example, writing formal letters and reports, producing brochures representing particular groups).
- They can explain complex processes and interrelationships** (for example, within and between physical and human environments).
- They enjoy using graphs, charts, maps, diagrams and other visual methods to present information**  
e.g. They transform relief shown by contour lines into three-dimensional models in their minds. They are competent and confident in using the wide range of visual resources required in geography -- aerial photographs, satellite images, maps of different types and scales, GIS systems.
- They can be confident and contribute effectively when taking part in less formal teaching situations**  
e.g. They take part readily in role-play situations or simulations and enjoy contributing to outdoor fieldwork.
- Have a more highly developed value system than most pupils of their age**  
e.g. They have well-considered opinions on issues such as the environment and the inequalities of life in different places.
- Have a wide-ranging general knowledge about the world**  
they have good knowledge of where places are in the world and of topical issues.
- Be creative and original in their thinking, frequently going beyond the obvious solution to a problem**  
e.g. If faced with the problem of storm pipes being unable to cope with sudden storm surges in an area, they might suggest taking measures like afforestation to reduce storm surges, rather than proposing technical improvements to the pipe system. If faced with the problem of congested roads, they might suggest taxing cars more heavily, improving public transport or changing land use patterns, rather than building bigger roads.

### **Provision Opportunities for Gifted Pupils in Geography**

#### Year 7

##### **Within Curriculum**

[Role Play](#)

[Decision Making Exercises](#)

[Geog.1 text with extensions](#)

[Geog.1 Challenges text book](#)

[Computer tasks](#)

## **Enrichment**

Geography Awareness Week

### **Year 8**

#### **Within Curriculum**

Microclimate / Ecosystems fieldwork – formulating their own hypotheses

Geog.2 text with extensions

Geog.2 Challenges text book

Computer Tasks

## **Enrichment**

Geography Awareness Week

### **Year 9**

#### **Within Curriculum**

Group Presentations

Geog.3 text with extensions

Geog.3 Challenges text book

Computer tasks

## **Enrichment**

Geography Awareness Week

Fair-Trade Fortnight – selling products

Explain Fair-trade to lower school in assemblies

### **Year 10 & 11**

#### **Within Curriculum**

Coursework

Discussion of geographical issues

Presentations

Role plays

## **Enrichment**

Geographical Association Worldwide Quiz – compete in local round

Geography Awareness Week