

Identifying Gifted Pupils

Pupils who are gifted in Geography are likely to display a number of the following characteristics. Please indicate with a ✓ those which apply for the pupil you are referring:

	<p>understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions they understand geographical ideas and theories, and apply them to real situations</p>
	<p>communicate effectively using both the written and spoken word 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 learn subject-specific vocabulary, use it accurately and are able to define words</p>
	<p>reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences they use and apply mathematical principles (such as area, shape, spatial distribution) and formulae (such as Spearman's rank correlation coefficient) to solve geographical tasks and problems. They identify their own geographical questions and establish sequences of investigation. They understand, and are able to explain, complex processes and interrelationships (for example, within and between physical and human environments)</p>
	<p>enjoy using graphs, charts, maps, diagrams and other visual methods to present information 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 and so on</p>
	<p>be confident and contribute effectively when taking part in less formal teaching situations they take part readily in role-play situations or simulations and enjoy contributing to outdoor fieldwork</p>
	<p>relate well to other people, showing an ability to lead, manage and influence others, appreciating and understanding others' views, attitudes and feelings. they are willing to share their knowledge and understanding, and steer discussion</p>
	<p>have a more highly developed value system than most pupils of their age they have well-considered opinions on issues such as the environment and the inequalities of life in different places</p>
	<p>have a wide-ranging general knowledge about the world they have good knowledge of where places are in the world and of topical issues</p>
	<p>be able to transfer knowledge from one subject to another they transfer their knowledge of physics, for example, to understanding climate. Or they transfer knowledge of the industrial revolution from history to help explain the location of industry in the UK;</p>
	<p>be creative and original in their thinking, frequently going beyond the obvious solution to a problem for example, 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.</p>

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