

## Gifted and Talented in Geography

- Organise family visits and outings to see natural features such as mountains, cliffs and rivers, as well as features of man-made interest such as London's Docklands and the site of the 2012 London Olympics. Encourage questioning about what is seen: 'How did it get like this?' or 'How and why is it changing?'
- Get in contact with the Field Studies Council. There is a local centre at Juniper Hall at the bottom of Box Hill near Dorking. Courses are run for individuals or families on various aspects of natural history. You can find out more on their website [www.field-studies-council.org](http://www.field-studies-council.org).
- Help your son to set up a weather station at home. Encourage the regular recording of data and discussions about causes and consequences. Alternatively use the school weather station to keep a check on conditions by accessing the school website or using the following link: <http://weather.lgfl.org.uk>.
- Find time to discuss with your son the many issues and points of view in geography such as land use, global warming, water shortages, transport, pollution, nuclear energy, migration.
- An interesting book is 'Where in the World am I?' edited by Simon Melhuish. With the help of ten clues, in order of decreasing difficulty, you have to work out the place being described.
- The magazine 'National Geographic', can be obtained by subscription from the website: [www.nationalgeographic.com](http://www.nationalgeographic.com)
- Try to arrange work experience with organisations such as the environment agency, local planning departments and other companies that deal with geographically based issues.
- Explore the sport of orienteering. Consider such events as the 'Ten Tors', challenge.
- Organise walks, rambles or hikes. Encourage your son to use a map of the area so that the two dimensional conventions can be related to the three dimensional realities of the landscape.
- Make materials available so that your son can construct three dimensional models of a landscape.
- Keep an eye out for programmes that have a strong geographical background.

- Involve your son in issues and public enquiries that arise in your locality such as a proposed new bypass or a major planning application.
- Ask your son to re-plan the town where you live so that 'beneficial use' is made of local features. A discussion of 'beneficial use' will also be valuable.
- Develop your son's understanding of the links between climate, topography and human activity by creating an island or country with contrasting areas. The components must make sense geographically. To stimulate the imagination look at Paul Warren's book, Caleb Beldragon's Chronicle of the Three Countries.
- Try to develop 'visual literacy' through interpreting, maps, aerial photos, diagrams, graphs and satellite images.
- Get in touch with your local Geographical Association (GA) at the following web address [www.geography.org.uk](http://www.geography.org.uk). They can provide free lectures suitable for KS5/A level students and geographically related publications.
- Those between 14 and 24 can join the Royal Geographical Society with IBG ([www.rgs.org](http://www.rgs.org)) as a Young Geographer for £34. It is open to people studying or recently graduated in Geography or a related subject.