

Professor David Lambert

Professor David Lambert was a comprehensive school geography teacher before joining the Institute of Education in 1987. In 2002 he became Chief Executive of the Geographical Association, helping guide its development as a significant provider of CPD and a leader in funded curriculum development activity. From September 2007, he has combined this role with a return to the Institute of Education as Professor of Geography Education. His writing and research are concerned with curriculum development and assessment, and his overarching goal is to advance understanding of the role of geography in schools in relation to broad educational purposes

In regards to curriculum David Lambert writes:

“A person growing up in the 21st century as a global citizen (and all that implies) is at a disadvantage without geographical knowledge — economically, culturally and politically. How can we make any of the personal decisions that already confront us every day about energy, food and water security without geographical knowledge? Understanding geographical perspectives contributes to our capabilities as educated individuals and members of society.”

These quotes from a recent article by David in the Telegraph are worth highlighting to give a taste of the inspiring talk we will hear in Perth in 2013,

“Geography is the subject that contributes more than any other to young people’s knowledge of the world. Geography is not just important on its own account. It is a linking discipline, connecting to science, to the arts, to history and languages. In primary schools where geography is strong, the subject can help to knit the curriculum together as well as satisfy pupils’ curiosity about people and places. In senior schools, geography offers the opportunity to develop a broader and very contemporary skill-set. It also helps many students to keep their options open, rather than having to narrow their courses down to either the sciences or the arts. Geography straddles both, using diverse sources and data, and asking challenging and engaging questions about the change pupils can see in the world around them.

In the end, geography isn't just about reciting a list of capital cities – although that can be an impressive party trick. It is the subject that contributes more than any other to young people's knowledge of the world, their understanding of the relationships between people and places, and their ability and propensity to think critically and creatively about the ways in which we affect the planet we live on.”