

LKS2 – Lesson Plan 1 – Geography

How do people move and play around the world?

Aim: To explore traditional games and movement activities from different countries, while building coordination and teamwork skills.	Key Words: continent, country, culture, travel, traditional, teamwork, movement, rhythm, balance, global	Preparation: - World map or globe - Images or short videos of children playing games in different countries - Cones, beanbags, skipping ropes, chalk (for marking outdoor spaces) - Country fact cards or flag flashcards
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Prior Learning: Children should have basic geographical understanding of the world's continents and some key countries. Prior participation in P.E. team games will be helpful.

WC / PT	<u>Warm-up:</u> “Fly Around the World” Movement Game Children jog on the spot. When a country or continent is called (e.g. “India!”), they perform a specific movement linked to that region (e.g. “dance your arms like a Bollywood dancer” or “hop across the Sahara like a desert kangaroo”). This builds both map recall and movement.	0-5 mins
WC	<u>Main Teach:</u> - Use a globe or map to discuss how children live and move differently around the world. - Introduce 3–4 games or physical activities played in other countries. Explain a little about where they’re from and how they’re played. - Emphasise the cultural connection between geography and movement — how environment, terrain, and tradition influence games and activities.	5-10 mins

I / S	<u>Activity:</u> World Games Rotation Stations Set up 4 mini activity stations based on international traditional games: • <i>Peteca</i> (Brazil): Use a shuttlecock-style object to keep it in the air with hands. • <i>Catch the Dragon's Tail</i> (China): A team-based chasing game. • <i>Luta de Galo</i> (Portugal): A hopping and balancing challenge with one hand behind your back. • <i>Kabbadi</i> (India): A tag-style game with strategy and breath control. Children rotate around stations in teams, recording which country each game comes from and reflecting on how it was different from UK games.	10-30 mins
I	<u>Extension Challenge:</u> Children choose one country and research (in brief) another game played there. They write and draw instructions to teach others how to play it in a future P.E. lesson.	30-35 mins
WC	<u>Plenary:</u> Circle-time reflection: • Which game was the most fun? • How did different countries inspire different ways of moving and playing? • Why is it important to learn about sports and play around the world?	35-40 mins

WC – Whole Class PT – Partner Talk I – Independent S - Support

Challenge A	Country Fact Cards After completing each station in the "World Sports Circuit", children collect a country card (e.g. Brazil, Japan, Kenya) and record: • The sport played there • One geographical fact (e.g. continent, flag, famous landmark) Children then sort their cards by continent or create a mini travel booklet.
Challenge B	Design a National Sports Kit Children choose one of the countries from the activity and design a sports kit (e.g. tracksuit, football shirt) using the national colours and symbols. They can label the design and explain their choices.