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CLIL LESSON PLAN
Everyday Life in Ancient Rome

📋 LESSON OVERVIEW

Subject(s)	English + History
Age Group	11–14 years
Duration	90 minutes
CEFR Level	A2

🎯 LEARNING OBJECTIVES

Content Objectives

- identify and describe aspects of Roman daily life, including Roman food, clothing, homes, school, work, baths, and leisure activities
- recognize places, people, food, and activities in Roman daily life
- understand differences between Roman life and their own everyday life
- use visuals to describe historical daily routines

Language Objectives

- Learning vocabulary related to Roman home (house, insula, villa), people (child, soldier, merchant, slave), food (bread, olives, grapes), places (forum, bath, street), and daily activities (eat, work, play, wash)
- reading labels and short descriptions related to Roman daily life
- listening to short descriptions and classmates' explanations
- writing simple labels and short sentences
- Grammar focus: Present Simple for describing routines and visuals
- Introduction/review of simple Past Simple forms related to historical descriptions: lived, ate, wore, worked, played, was/were

💬 COMMUNICATION SKILLS

- Reading (reading labels of Roman objects, places, and people, reading short descriptions of daily activities in Ancient Rome)
- Listening (listening to teacher explanations and read-aloud descriptions, listening to classmates during pair and group discussions)

- Writing (writing labels for Roman daily life scenes, writing short sentences about daily activities)
- Speaking (describing Roman daily life using simple Past Simple sentences, sharing ideas, and comparing Roman life with modern life)

📖 GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

- **Vocabulary:** house, insula, villa (home); child, soldier, merchant, slave (people); bread, olives, grapes (food); forum, bath, street (places); eat, work, play, wash (daily activities)
- **Grammar focus:** Present Simple for describing routines and visuals; introduction/review of simple Past Simple forms for historical descriptions: lived, ate, wore, worked, played, was/were

Language for Learning (BICS)

Classroom Language for Cooperation and Interaction (supported with visuals and sentence starters):
'I think...' · 'This is...' · 'Can you help me?' · 'We work together.'

Classroom Instructions (supported with icons and written prompts):
'Look.' · 'Match.' · 'Cut.' · 'Glue.' · 'Show.'

Historical Language Support (optional/review):
'Romans ate...' · 'Romans wore...' · 'Romans lived in...' · 'He was a soldier.'

🧠 COGNITION

LOTS — Remembering, Understanding, Applying

- What is this place?
- Who is this person?
- What did Romans eat?
- Where did Romans live?
- What did Roman children play with?

HOTS — Analysing, Evaluating, Creating

- How was Roman life different from your life?
- Which Roman activity would you like to try? Why?
- Why do you think Romans lived this way?
- What was easier or harder in Roman life compared to today?

🔍 GUIDING QUESTIONS FOR TEACHERS

- Can students name basic elements of everyday Roman life?
- Are students using simple English sentences to describe visuals?
- Have enough visual and language supports been provided?

🌍 CULTURE

How does this topic relate to everyday life or current events? Connecting daily routines such as eating, working, and family life in Ancient Rome with students' own everyday experiences.

Are there intercultural, citizenship, or global perspectives included? Understanding Ancient Rome as a shared European historical heritage and recognizing similarities and differences between past and present lifestyles.

Are life skills (e.g. collaboration, decision-making) addressed? Students collaborate in group tasks, make decisions when creating scenes, and explain their choices using simple English.

⭐ 21ST-CENTURY SKILLS

BICS-Related Skills

- Communication
- Collaboration
- Flexibility & Adaptability
- Social & Cross-Cultural Skills
- Time Management
- Initiative

CALP-Related Skills

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📚 METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
10’	**Warm-up Activities**	**Picture Brainstorm – Roman Life (10 minutes)** The teacher displays large pictures showing Roman homes, food, clothing, baths, streets, school, and daily activities. Teacher gives short instructions supported with gestures and visuals and checks understanding by asking: 'What do we do first?' 'Do we work alone or in groups?' 'Do we write or speak?' **Step 1 – Whole-Class Observation**	picture cards or posters of Roman daily life	Canva AI / image generator to create clear, age-appropriate visuals

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		The first picture is explored together as a whole class. Teacher models observation and vocabulary elicitation using guiding questions: 'What can you see?' 'Who is this?' 'What are they doing?' 'Is this food, clothing, or a place?' Teacher writes vocabulary on the board without initially revealing categories. **Step 2 – Group Work** Different groups receive Picture 2 or Picture 3. Students work together to: • identify objects/people/actions; • create a list of words or short sentences; • prepare a short oral presentation. Groups present their ideas to the class. **Step 3 – Individual Silent Observation** Students independently observe Pictures 4 and 5. Students write single words or short phrases: • in English; • or in L1 if needed for support. Teacher collects vocabulary and adds it to the class word bank on the board. **Vocabulary Categorisation** Students observe the completed vocabulary list and suggest possible categories, for example: • food, • clothing, • places, • people, • activities.		

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		Teacher guides discussion but does not initially provide the categories. **Pronunciation & Repetition** Students repeat key vocabulary: • chorally; • in pairs; • and individually. Individual volunteers repeat selected words and point to matching images.		
45'	**Main Activities**	**Activity: Roman Life Stations (25 minutes)** The classroom is divided into four stations focusing on different aspects of everyday life in Ancient Rome introduced during the warm-up activity. Students work in small groups and rotate every 5–6 minutes. Before starting, the teacher explains and models each task using visuals, gestures, and instruction checking questions: 'What do we do first?' 'Do we work alone or in groups?' 'What do we write/say?' Key vocabulary and sentence structures remain visible at each station through sentence starter cards, visuals, and substitution tables. Teacher circulates throughout the activity, supports pronunciation and grammar, checks understanding, and encourages students to use full sentences. **Station A – Food in Ancient Rome** Students look at food picture cards and sort them into: • foods Romans ate;	station cards pictures of food, clothing, homes, school sentence starter cards A4 paper crayons / markers printed pictures (optional)	Canva AI to prepare station visuals and simple matching cards Canva AI to create an example poster template

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		• foods Romans did not eat. Food cards include: bread, olives, grapes, fish, honey, dates, apples, tomatoes, potatoes, chocolate. Teacher briefly explains that some foods did not exist in Ancient Rome. Students discuss their choices using sentence starters: 'Romans ate ___.' 'Romans did not eat ___.' Students first repeat key vocabulary chorally and then individually. **Station B – Roman Clothing** Students match clothing items to different people: child, soldier, merchant, rich man/woman. Clothing visuals include: toga, tunic, sandals, armour. Students describe the pictures using sentence starters: 'He wore a toga.' 'Soldiers wore armour.' 'Children wore tunics.' Optional extension: students compare Roman clothing with modern clothing. **Station C – Roman Homes & Baths** Students match pictures to Roman places: villa, insula, bath, street, forum. Students identify what people did in these places using visuals and keywords. Sentence support: 'Romans lived in villas.' 'People went to the baths.' 'This was a Roman street.' Students work together to categorise places into: homes, public places, leisure places. **Station D – Roman School & Leisure**		

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		Students explore pictures of Roman school objects and games: wax tablets, stylus, scrolls, balls, board games. Students compare Roman school life with modern school life. Sentence starters: 'Romans wrote on wax tablets.' 'Roman children played games.' 'Roman students learned ___.' Students discuss: 'What is similar?' 'What is different?' **Language Support** At each station, students use: sentence starter strips; substitution tables; vocabulary cards; visuals/icons. Teacher leads short choral and individual repetition before each rotation to reinforce: key vocabulary; Past Simple verbs; and target sentence structures. **Activity: Create a "Roman Child" Mini Poster (20 minutes)** Students create a simple poster showing a Roman child's daily life. They choose: food, clothes, one daily activity. They draw or glue pictures and complete sentence frames: 'I am a Roman child.' 'I eat...' 'I wear...' Teacher provides language support.		
10'	**Wrap-Up & Reflection**	**Gallery Walk (10 minutes)** Students display their posters around the classroom. Students walk around in pairs or small groups to observe and discuss each other's work. Pairs discuss: • what they notice in the posters;	stickers wall or board space	—

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		• similarities and differences between Roman children's lives; • clear vocabulary and sentence use; • creative or interesting ideas. Teacher models supportive discussion language before the activity: 'I like this picture because...' 'This sentence is clear.' 'I can understand the English.' 'The poster is creative.' Instead of evaluating 'good English,' students leave stickers or smiley stamps for: • clear vocabulary and labels; • complete sentences; • creative ideas/designs; • interesting historical details. Teacher asks reflection questions aloud, for example: 'What was similar between the posters?' 'What new Roman word did you learn?' 'What was different between Roman life and your life?' 'Which Roman activity looked interesting?' 'What was easy or difficult in this activity?' Optional extension: students share one thing they learned from another group's poster.		
10'	**Evaluation & Feedback**	**Teacher Assessment (Observation):** • use of key vocabulary • participation in group work • ability to describe Roman daily life **Student Self-Assessment:** 'I can...' statements (oral or written): • 'I can name Roman food.' • 'I can say what Romans wore.'	'I can...' cards or board prompts	—

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