

CLIL LESSON PLAN

Medieval Society: Knight, Peasant, Monk – Everyday Life in the Middle Ages

LESSON OVERVIEW

Subject(s)	History + English
Age Group	11–14 years
Duration	45 minutes
CEFR Level	A2

LEARNING OBJECTIVES

Content Objectives

- identify three main social roles in medieval society (knight, peasant, monk)
- recognize basic daily activities and responsibilities of each group, for example: knights: protecting castles, fighting, riding horses; peasants: farming, growing crops, caring for animals; monks: praying, reading, writing books/manuscripts
- understand that medieval society was divided into different social groups with different roles

Language Objectives

- Learn vocabulary related to knight, peasant, monk, castle, monastery, village, farm, sword, shield, armour, field, crops, animals, pray, book, church, rich / poor, hard / easy
- reading short descriptions and labels
- listening to short explanations and peer descriptions
- speaking using simple descriptive sentences

COMMUNICATION SKILLS

- Reading (reading labels for medieval roles and objects, and short, simple descriptions of daily life)
- Listening (listening to teacher explanations, listening to classmates during pair and group activities)
- Writing (writing or matching labels (role names, objects))
- Speaking (describing people using simple sentences, answering and asking basic questions)

GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Vocabulary: knight, peasant, monk, castle, monastery, village, farm, sword, shield, armour, field, crops, animals, pray, book, church, rich / poor, hard / easy

Language for Learning (BICS)

class language, useful phrases, giving instructions

class language for cooperation and exchanging ideas, supported with visual prompts.

Examples: 'I think this is...' 'He lives in...' 'He works as...' 'Can you help me?' 'Let's work together.'

Giving instructions supported with visuals: 'Cut.' 'Glue.' 'Match.' 'Show me.'

COGNITION

LOTS — Remembering, Understanding, Applying

- Who was this?
- Where did a knight live?
- What did a peasant do?
- What did monks read and write?
- Who worked on a farm?

HOTS — Analysing, Evaluating, Creating

- Who had the hardest life? Why?
- Which medieval role would you choose? Why?
- How were medieval lives different from life today?
- Why did different people have different roles in medieval society?

GUIDING QUESTIONS FOR TEACHERS

- Can students identify and name the three medieval social groups?
- Can they describe basic daily activities using simple English?
- Are visuals and sentence starters sufficient for lower-level learners?
- Do students participate actively in group work and role-play?

CULTURE

How does this topic relate to everyday life or current events? Understanding jobs, responsibilities, and roles in society; comparing medieval roles with modern professions.

Are there intercultural, citizenship, or global perspectives included? Learning how societies in the past were organized and how interrelations between different groups was necessary for survival.

Are life skills (e.g. collaboration, decision-making) addressed? Collaboration, expressing opinions, listening to others, and making simple choices.

★ 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
5-10'	Warm-up Activities	<p>Activity: Who Is Who?</p> <p>Teacher shows pictures of a knight, peasant, and monk one by one.</p> <p>Students first observe the pictures and discuss:</p> <ul style="list-style-type: none"> • who the person might be; • what clues they can see; • what the person might do. <p>Teacher asks guiding questions:</p> <ul style="list-style-type: none"> • 'Who do you think this is?' • 'Why do you think that?' • 'What can you see?' • 'What is he wearing/holding?' • 'Where does he live/work?' <p>Students are encouraged to use both known vocabulary and emergent language. Teacher accepts and reformulates student answers when needed.</p> <p>Teacher writes student-generated vocabulary on the board and gradually organises it into categories together with the class, for example:</p> <ul style="list-style-type: none"> • people, 	picture cards (knight, peasant, monk)	Canva AI / DALL-E – generate clear, child-friendly medieval character images

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none"> • clothing, • objects, • places, • activities. <p>Possible vocabulary:</p> <ul style="list-style-type: none"> • knight, • peasant, • monk, • sword, • shield, • horse, • armour, • church, • field, • crops, • farm, • book, • monastery. <p>Teacher introduces/reviews pronunciation through:</p> <ul style="list-style-type: none"> • choral repetition; • individual repetition; • pointing to visuals. <p>Visual vocabulary support remains displayed during the lesson.</p>		
15-30'	Main Activities	<p>Activity 1: Matching Roles and Objects (10 min)</p> <p>Students work in small groups. Each group receives:</p> <ul style="list-style-type: none"> • role cards; • object/place cards; • sentence starter strips; • visual vocabulary support cards. <p>Before the activity, the teacher models one example with the whole class: knight → sword — 'A knight used a sword.'</p> <p>Teacher gives short instructions supported with gestures, visuals, and modelling. Teacher checks understanding by asking:</p> <ul style="list-style-type: none"> • 'What do we match?' • 'Do we work alone or in groups?' 	role cards object cards	—

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		<ul style="list-style-type: none"> 'What do we say after matching?' <p>Matching Task</p> <p>Students match objects and places to the correct medieval role.</p> <p>Knight: sword, shield, horse, castle, armour</p> <p>Peasant: field, tools, crops, farm, animals</p> <p>Monk: book, church, monastery, candles, manuscripts</p> <p>Speaking Activity</p> <p>After matching, students orally describe the matches using sentence starters displayed:</p> <ul style="list-style-type: none"> on the board; on table cards; or on sentence strips. <p>Sentence Support (Simple Past)</p> <ul style="list-style-type: none"> 'A knight used a sword.' 'Knights lived in castles.' 'Peasants worked on farms.' 'Monks read books.' 'Monks wrote manuscripts.' <p>Teacher first leads:</p> <ul style="list-style-type: none"> choral repetition; individual repetition; and pronunciation practice. <p>Students then practise the sentences in pairs/groups.</p> <p>Optional extension: students write 1–2 simple sentences after the oral practice.</p> <p>Teacher Support</p> <p>Teacher circulates and:</p> <ul style="list-style-type: none"> supports vocabulary and pronunciation; models correct Past Simple forms; encourages complete sentences; and supports lower-level learners with visuals and gestures. <p>Activity 2: Act It Out – Daily Life (10 min)</p>		

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<p>Teacher names a role. Students act out a typical activity:</p> <ul style="list-style-type: none"> • knight → riding or fighting • peasant → farming • monk → reading or praying <p>Students repeat simple sentences together:</p> <ul style="list-style-type: none"> • 'I am a knight.' • 'I work on a farm.' 		
5-10'	Wrap-Up & Reflection & Sharing	<p>Activity: Who Would You Be?</p> <p>Students choose one medieval role: knight, peasant, or monk. Teacher displays sentence starters on the board and provides sentence strips/cards for support. Examples:</p> <ul style="list-style-type: none"> • 'I would like to be a ____ because...' • 'I would not like to be a ____ because...' • 'I think a knight/peasant/monk had a difficult/easy life because...' <p>Students first:</p> <ul style="list-style-type: none"> • think individually; • complete the sentence in writing; • and use vocabulary support if needed. <p>Students then practise their sentences in pairs before speaking to the whole class. Pair partners help each other with:</p> <ul style="list-style-type: none"> • vocabulary; • pronunciation; • and sentence structure. <p>Volunteers share their ideas with the class orally. Teacher encourages respectful listening and supportive peer interaction.</p>	role cards	—
5-10'	Evaluation & Feedback	<p>Teacher Assessment (Observation):</p> <ul style="list-style-type: none"> • correct identification of roles • participation in activities • use of basic structures ('He is a...') 	'I can...' prompts (oral or cards) (optional)	—



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		Student Self-Assessment: oral 'I can' statements: <ul style="list-style-type: none">'I can name three medieval people.''I can say what they do.'		

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