

CSC Curriculum – Term One Lesson Plans

Core Lesson 1: The Pawn Move

Learning Objectives

To learn about the chess board, and how pawns move and capture. To play a game in which you win by getting a pawn to the end of the board.

Prior knowledge

Reading skills, numbers (1-8), letters (a-h).

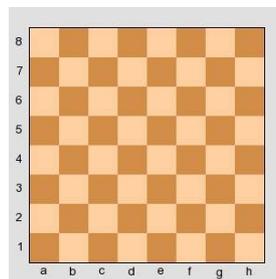
Equipment

- Demonstration board and pieces
- Chess sets (one for each pair of pupils)
- Whiteboard and marker pen
- Handouts
- Worksheets

The furniture should be arranged so that all children can watch the teacher and see both the demo board and the whiteboard, but so that they can easily pair off and sit opposite each other to play a game.

Starter

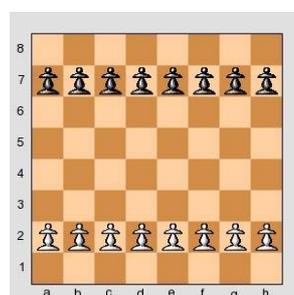
Explain about the game of chess and introduce the board: 64 squares each of which has a name. Explain that the name of each square is a letter (ah) taken from the column (FILE) followed by a number (18) taken from the row (RANK) and demonstrate this on the demo board.



Explanation

Tell the pupils that chess is a war game: a battle between two armies, white and black. White always starts the game and then the players take it in turn to move. There are six different types of soldier in each army. In this lesson we are going to learn about one type of soldier.

Set up the position below on the demo board. Explain that these pieces are called PAWNS (write this on the whiteboard). Pick up a pawn from a chess set and hold it up so that all the pupils can see it. Ask the pupils to set up the position on their sets. Tell them to make sure their board has a WHITE square in the RIGHT hand corner, and that they set the white pawns up on the 2nd rank and the black pawns on the 7th rank. Go round the room and ensure that all boards are set up correctly.



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Point to one of the pawns on the demo board and ask the pupils to raise their hand if they can name the square on which that pawn stands. Repeat several times until you are sure that all pupils understand the names of the squares. Children will often give the number before the letter ('2a' instead of 'a2'): this should be corrected.

Explain, verbally and on the demo board, that a pawn moves one square forwards, but on its first move can move two squares forwards, and that it captures one square forwards diagonally. Explain the idea of capturing (taking): you move your piece onto a square occupied by an enemy piece and remove the enemy piece from the board. The captured piece is now out of the game. Demonstrate this by, for instance, moving the white pawn from e2 to e4 (explaining that White could move this pawn one or two squares, but chooses to move it two squares). Then move the black pawn from d7 to d5. Then demonstrate the capture: the white pawn moves from e4 to d5 and the black pawn is removed from the board. Set the pieces up again and ask for volunteers to play the same moves on the demo board. When 2 or 3 pupils have done this ask all children to play the moves on their board. Go round the room and check that they all have the right position (white pawn on d5, black pawn removed from the board).

Activities

Explain that the children are now going to learn how to play a game with pawns. If you like you can call it CAPTURE THE FLAG and explain that they are to imagine there is a flag at the end of the board. There are three ways to win the game: by getting a pawn to the end of the board, by capturing all your opponent's pawns, or by reaching a position in which it's your opponent's turn but he/she has no possible moves. Before children start playing the game, ask if there are any questions about the pawn move or about the game.

Next, explain that when you play chess, you are expected to behave in a certain way. Before each game you should shake hands with your opponent. At the end of the game, if you lose say 'well played' to your opponent, if you win say 'bad luck' or words to that effect. You play quietly: if you need to talk keep your voice down to a whisper. Chess is a thinking game: if you make a noise, neither you nor anyone else will be able to think properly.

Then check that the pawns are set up correctly and ask children to try the game out for themselves. Explain that they can decide who plays White and who plays Black. If they can't agree they can toss: in chess you toss by one player taking a white pawn and a black pawn and putting one in each hand out of sight of the other player, who then chooses which hand he wants. Demonstrate this with a volunteer if necessary. While they are playing, go round and ensure that they are all moving their pawns and capturing correctly. Some children might find this difficult and need extra help.

Extra activity (if children have finished a game and don't have time for another): worksheets in which children identify and colour specific ranks, files and diagonals, and in which children identify specific squares on the board.

Plenary

Sum up the pawn move/capture and the rules of the game they've just played. Suggest that they practise playing the game before the next lesson.

Assessment criteria

Watch games and check that the pupils understand the pawn move and capture, and the rules of the game they've been playing. Check completion of worksheets to confirm understanding of names of squares, ranks, files and diagonals.

Vocabulary used

CHESS, RANK, FILE, DIAGONAL, PAWN, MOVE, CAPTURE (TAKE), FORWARDS, DIAGONALLY (perhaps mention DIAGON ALLEY?)