



Chess in Schools and Communities

Curriculum for Primary Schools

Written and compiled by Richard James

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).

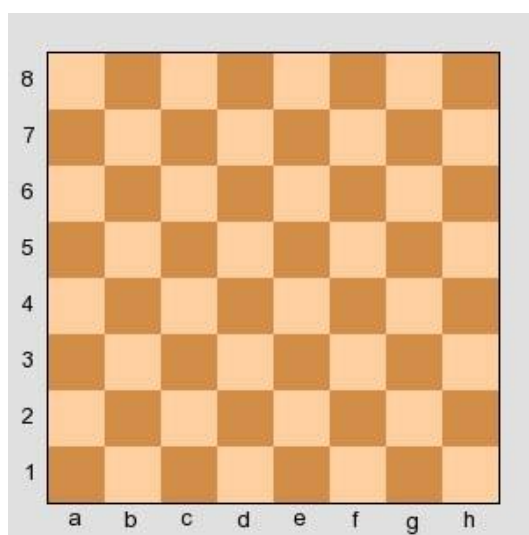
Equipment

- 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.

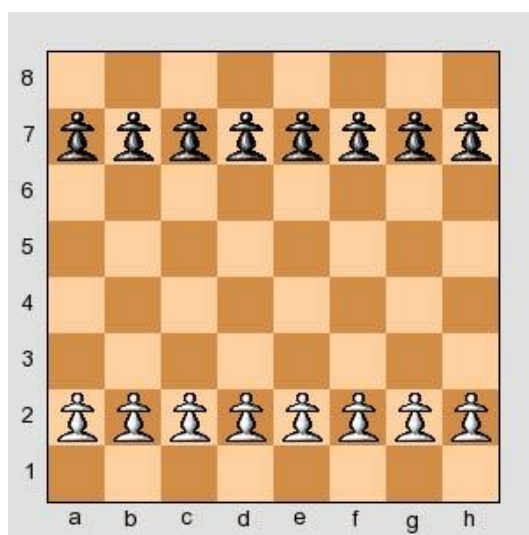


Explanation

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.

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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?)

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Core Lesson 2: Looking ahead

Learning Objectives

To use simple pawn games to learn about how to look ahead in chess

Prior knowledge

As in lesson one, plus knowledge of the board, names of squares, and how the pawn moves.

Equipment

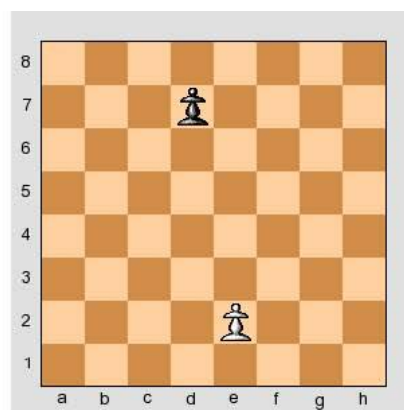
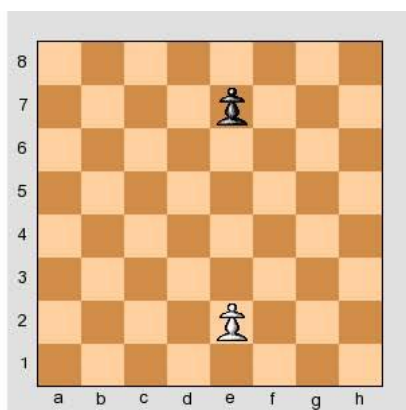
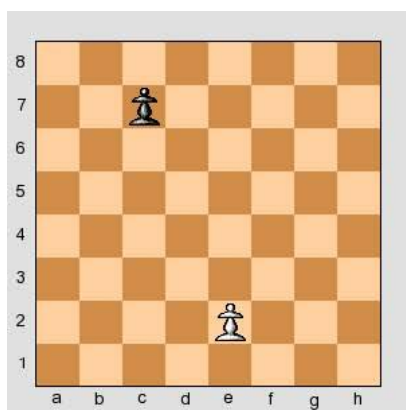
As in lesson one

Starter

Recap of previous lesson: names of squares and pawn move. Ask pupils to name squares on the board (remember, letter then number), then ask them to explain the pawn move and capture. Then recap the rules of the 'capture the flag' game they played in the previous lesson.

Explanation

You are going to demonstrate some games with one pawn each, played to the rules explained last week.



Start with the position on the left. Explain that White has a choice on his first move: he can move one square or two squares. Ask the pupils which move they would choose and why. They should be able to tell you that White will win if he moves two squares because the game is a race, but if he moves one square he will lose as long as Black moves two squares in reply. Now move onto the middle position. Set it up on the demo board. Ask the pupils who they think will win and why. Then ask them to play the game out a few times and see what happens. After five minutes or so ask them what conclusion they've reached. They should be able to tell you that Black will win as long as he copies White's moves.

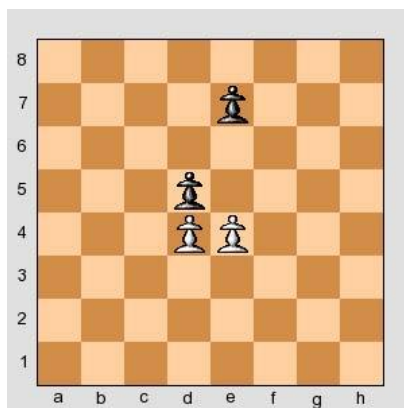
Finally, set up the position on the right and instruct the children to do the same. Again, give them five minutes to experiment and decide who will win and why. This time they should tell you that Black can win if he does the opposite to White: if White moves two squares Black must move one square and vice versa.

Activities

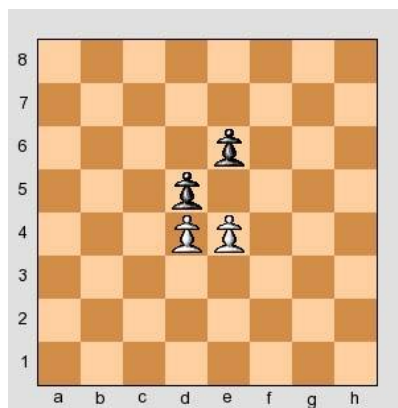
Children should be told that they will be given a worksheet where they have to select their move in positions from Capture the Flag pawn games. Explain that in each position, they will have the white pieces and will have to decide on their move. They will have two or three moves to choose from. Look at each move in turn and work out what they think Black will do next. Then they have to decide what White will do in reply and so on until the end of the game. At this point, hand out the worksheets and observe the reactions. If they all look confident let them continue. If some of them look confused, which they probably will, explain that they will work through the first question together on the board.

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Set up this position: Ask the class what White's choices are. They should be able to tell you that White could either capture the pawn on d5 or move his pawn forward to e5. Now take each move in turn. If White captures on d5, Black can move his e-pawn either one or two squares. In each case White will be able to capture it and win the game. If, on the other hand, White moves to e5, Black will move to e6. White will then lose the game because he cannot make any moves.



At this point you could introduce the concept of EXCHANGING. In this position White can, and should, take a pawn for free. Explain that taking something for free is usually a good idea in chess. Now look at the next position.



Explain that, in this position, White can capture the black pawn on d5, but then Black would be able to take the pawn back. This is called an EXCHANGE – a swap of two pieces of the same value. A pawn for a pawn is a fair exchange, but here making the right decision will make the difference between winning and losing.

You may like to allow children to work together on completing the worksheets. When children have completed the worksheets they should bring them to their teacher to be marked. When they have solved all the positions correctly they can play the Pawn Game with their partners.

Plenary

Explain that they have learnt a very important skill which they will have to use every time they play a game of chess. It's very important, not just in chess, to stop and think about what will happen next before you do something. Ask the children to think of other times where they have to make decisions based on what they think will happen next.

Assessment criteria

Successful completion of worksheets and demonstrating understanding of how to look ahead in their games.

Vocabulary used

EXCHANGE

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Core Lesson 3: The Rook Move

Learning Objectives

To learn how the rook moves and captures

Prior knowledge

As in lesson one, plus understanding of forwards/backwards/sideways, ability to follow horizontal and vertical lines on a chessboard (hand/eye coordination, motor skills).

Equipment

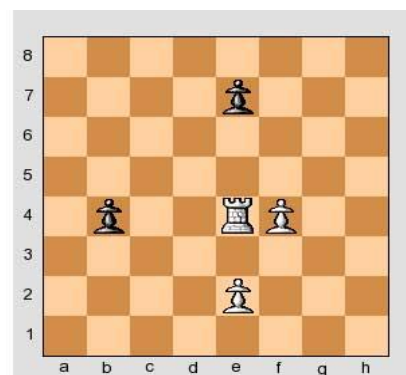
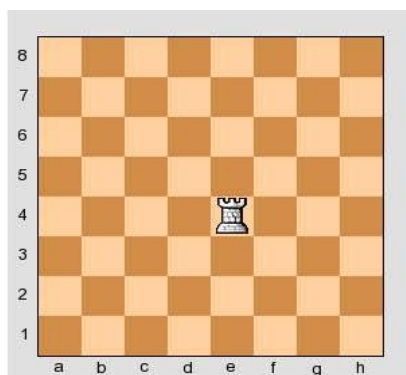
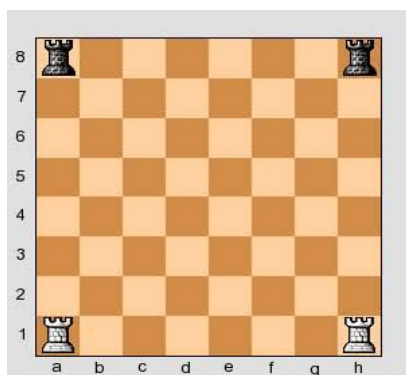
As in lesson two

Starter

Explain that we are going to learn about another piece: the rook. The rook was originally the chariot in the army and it's much more powerful than a pawn. Write the word ROOK on the whiteboard.

Explanation

Explain that each player starts with two rooks. They are the pieces shaped like a castle tower in your chess set. Show them a piece from a set so that they can see what it looks like. They start in the corners: white on a1 and h1, black on a8 and h8. Set up the position on the left on the demo board. Now ask the pupils to set up the same position on their boards and check that all the pupils have identified the rooks and placed them on the board correctly.

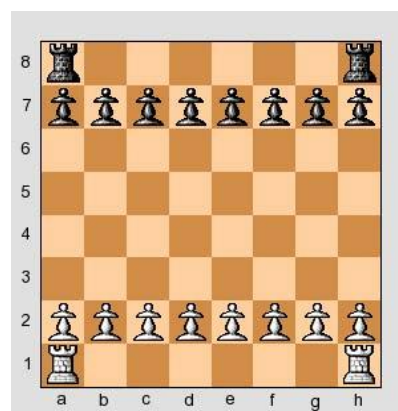
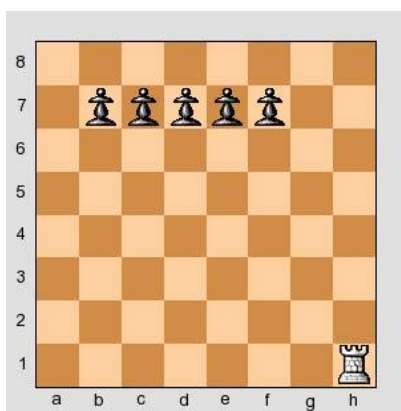


Now remove the rooks from the demo board and place a white rook on e4 as in the centre diagram. Demonstrate the rook move – forwards, backwards, sideways, along the ranks and files, as far as it can go. You might like to introduce the words HORIZONTAL(LY) and VERTICAL(LY). Explain that horizontal is like the horizon (do they know that word?). Then add pawns to set up the position on the right. Explain that rooks cannot jump, so the white rook cannot move to the right at all, and can only move down the board as far as e3. Now explain that, unlike pawns (and like all other pieces), the rook captures the same way as it moves. So in this position the rook can capture the pawn on b4 or the pawn on e7. Demonstrate this by making a move to capture one of the black pawns, removing the captured pawn from the board.

Activities

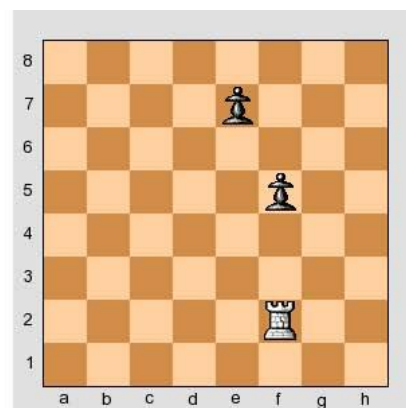
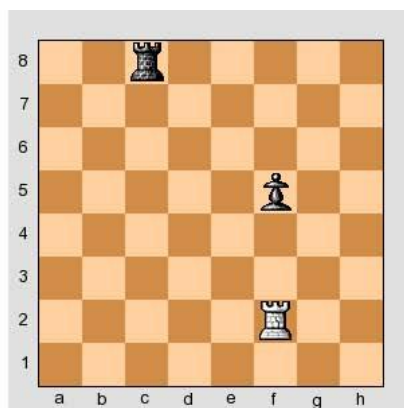
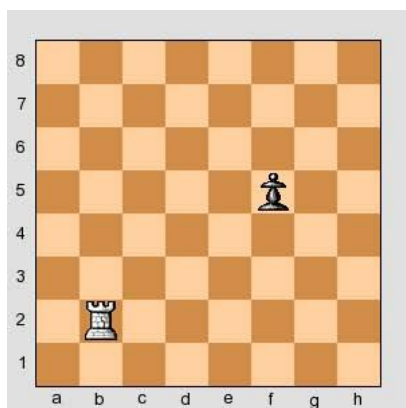
Start by giving out worksheets which the pupils will complete to ensure they've understood the rook move. When these have been completed (should only take 5 minutes or so) proceed to the game below. Explain to the children that they are going to play a game in which a rook battles against an army of pawns. There is one more rule to be learnt. When a pawn gets to the end of the board the other player has one move in which to capture it. If he/she can do that then the game continues. You win by getting a pawn to the end of the board SAFELY: when it cannot be captured by an enemy piece. In this game White can win the game by capturing all the black pawns. Ask the children why the rook is a more powerful piece than the pawn. Then ask how many pawns they think it would take to win a battle against a rook.

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Tell them they're going to start by playing a battle between a rook and five pawns. Set up the position in the diagram on the demo board and ask the children to set up the pieces the same way on their boards. Children can either agree who plays White first, or toss for colours. Watch the games and check that children are moving the rook correctly. See how (if) they are using their rook to stop the enemy pawns. When a game finishes children should change colours and play again. Alternatively, children can play games starting from the position on the right.

Plenary



Set up the position on the left. Explain that White can ATTACK the black pawn by moving to b5 or f2. If he moves to b5 the pawn will be able to escape by moving to f4. But if he attacks by moving to f2, the same file as the pawn, the pawn has no escape. Play the move to demonstrate this. Now add a black rook on c8 to give the centre position. Explain that the white rook is ATTACKING the black pawn. The black rook can DEFEND the pawn by moving to c5 or to f8. Play the moves to demonstrate this. Then remove the black rook and add a black pawn on e7. Ask the class how Black can DEFEND his pawn in this position. They should be able to tell you that Black should move his pawn from e7 to e6 so that if the rook captures on f5, the pawn would be able to capture the rook. Ask if that would be a good deal for White or for Black. They should be able to tell you that it's a good deal for Black because the rook is more powerful than the pawn.

Assessment criteria

Demonstrate understanding of the rook move in games. Successful completion of worksheets.

Vocabulary Used

ATTACK (n/v), DEFENCE (n), DEFEND (v), HORIZONTAL(LY), VERTICAL(LY)

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Core Lesson 4: The Bishop Move

Learning Objectives

To learn how the bishop moves and captures

Prior knowledge

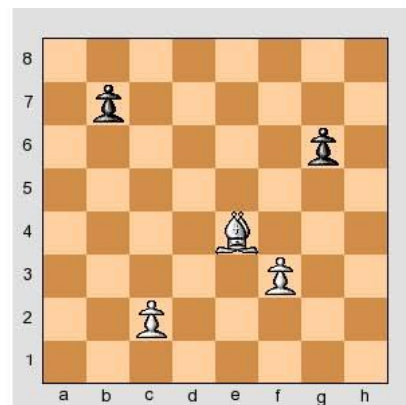
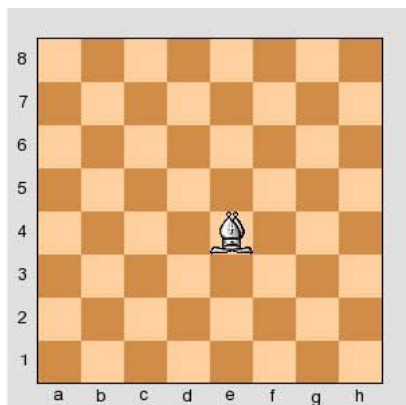
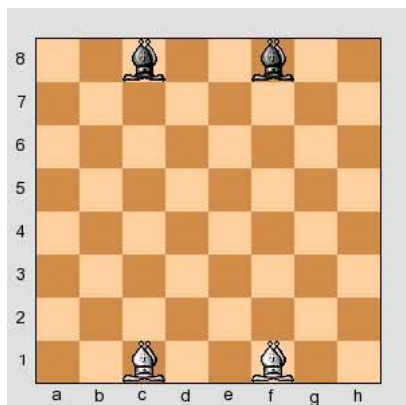
As in lesson two plus understanding of diagonals, ability to follow diagonals on a chessboard (hand/eye coordination, motor skills), and understanding of concepts of attack and defence.

Starter

Explain that we are going to learn about a new piece – the bishop. The bishops were originally the elephants in the army.

Explanation

Explain that each player starts with two bishops. They are the pointed pieces which represent a mitre, a bishop's headdress. Show them a piece from a set so that they can see what it looks like. The white bishops start on c1 and f1, the black bishops on c8 and f8. Set up the position on the left on the demo boards. Now ask the pupils to set up the same position on their boards and check that all pupils have identified the bishops and placed them on the board correctly.



Now remove the bishops from the demo board and place a white bishop on e4 as in the centre diagram. Demonstrate the bishop move – diagonally in a straight line in all directions. Explain the concept of diagonals and show different diagonals on the board, some long and some short. Ask the pupils what the squares on the diagonals have in common (they're all the same colour). Explain that the two bishops start on different coloured squares and stay on that colour throughout the game. You might want to talk about **DIAGON ALLEY** in the Harry Potter books at this point (a fictional high street set in London).

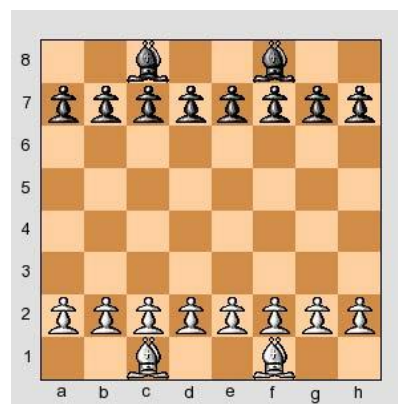
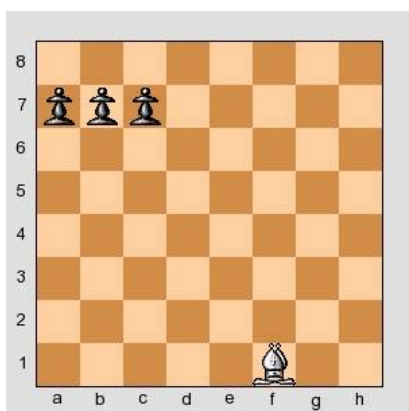
Then add pawns to set up the position on the right. Explain that bishops, like rooks, cannot jump, and again like rooks, capture the same way that they move. Ask some of the children to demonstrate bishop moves and captures on the board.

Activities

Start by giving out worksheets which the pupils will complete to ensure they've understood the bishop move. When these have been completed (should only take 5 minutes or so) proceed to the game below.

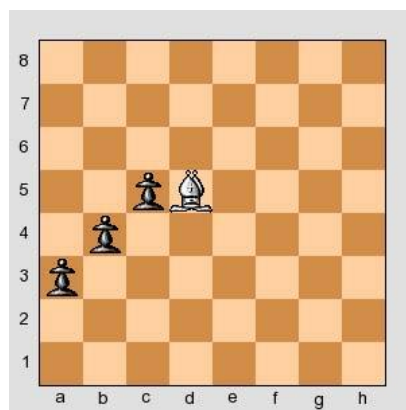
Ask children which piece they think is stronger; the rook or the bishop. Good answers would be that a rook in the corner can go to more squares or that a bishop can only stay on one colour so can only reach half the squares on the board. Then explain that last time they found out how many pawns a rook could beat. This time they're going to do the same with the bishop. They're going to play a game in which a bishop battles against three pawns.

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Set up the position in the diagram on the left on the demo board and ask the children to set up the pieces the same way on their boards. Children can either agree who plays White first, or toss for colours. Watch the games and check that children are moving the bishop correctly. Many young children find it hard to stay on the same diagonal. If you see a bishop on a dark square you'll know that this has happened. See how (if) they are using their bishop to stop the enemy pawns. When a game finishes children should change colours and play again. Alternatively, children can play games starting from the position on the right.

Plenary



Set up this position on the demo board. Ask if they had a position like this in their games. Explain that it looks like Black is safe because all his pawns are on dark squares. But there's a problem: it's his move. He has to move onto a white square. Ask for a volunteer to come up and play White against you. He/she should be able to take all your pawns in the next three moves. Now set up this position again and ask them what they would play if it was White's move. They should be able to tell you that White should play a move which keeps his bishop on the a2g8 diagonal and that if he does that he'll be able to capture all the black pawns in the next three moves.

Assessment criteria

Understanding of the bishop move and the ability to move it along diagonal lines. Successful completion of worksheets.

Vocabulary used

DIAGONAL(LY)

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Core Lesson 5: The Queen Move

Learning Objectives

To learn how the queen moves and captures

Prior knowledge

As in lesson one plus rook and bishop moves and captures.

Equipment

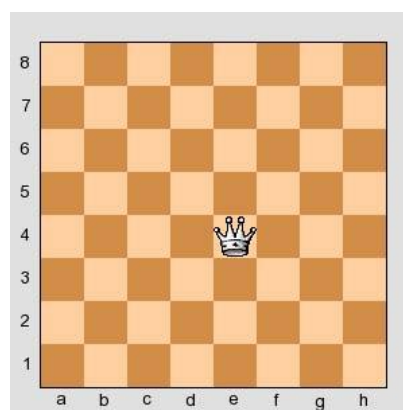
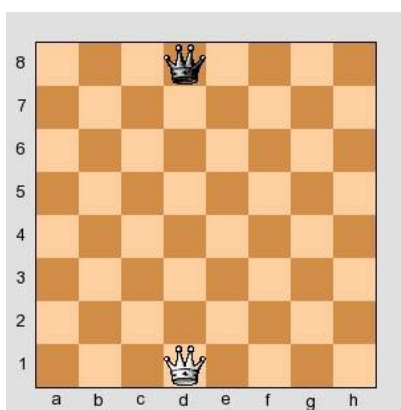
As in lesson two

Starter

First, ask children to demonstrate the rook and bishop moves on the board to make sure that everyone has remembered them. Explain that we are going to learn about a new piece – the queen. The queen was originally a weak piece but in the Middle Ages they changed the rules to make the queen the strongest piece in the army.

Explanation

Explain that each player starts with just one queen. Each player has two large pieces: the king and the queen. The king is the piece with a cross on the top and the queen is the piece wearing what looks like a crown. Show them a piece from a set so that they can see what the queen looks like. The white queen starts on d1 and the black queen on d8. You can remember that the queens start on a square that matches the colour of their dress, or that they start on the d-file because queens like diamonds. Set up the position on the left on the demo board. Now ask the pupils to find the queens and set them up on the correct squares.



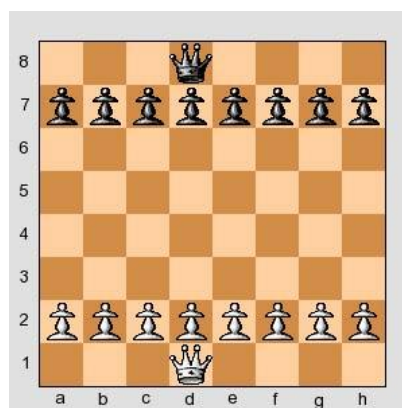
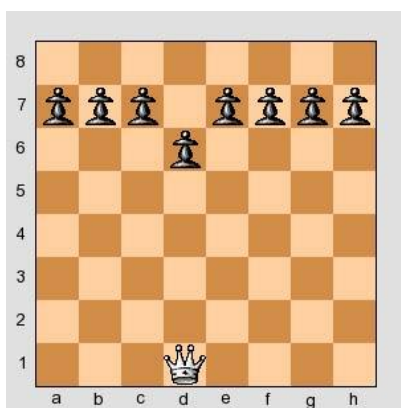
Now set up the position on the right and explain that the queen can move like a rook: forwards, backwards and sideways, but it can also move like a bishop: diagonally. As the pupils should now be used to rooks and bishops, this should need no further explanation.

Activities

Start by giving out worksheets which the pupils will complete to ensure they've understood the queen move. When these have been completed (should only take 5 minutes or so) proceed to the game below.

Tell the children they're going to play a battle between a queen and pawns, just as they did with the rook and the bishop. Ask them what they think would happen in a battle between a queen and eight pawns. Who do they think would win? Why do they say that?

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Now set up the position on the left on the demo board and ask the children to do the same using their sets. Note that there is a black pawn on d6, not d7, so that White cannot make an immediate capture. When you have ensured that they have set up the correct starting position, they can start to play. It should be fairly easy for White to win this game with correct play. Once they are confident they can win with White, move onto the second game starting from the position in the diagram on the right.

Plenary

Set up the position on the left again and ask if they can find any moves for White which attacks two pawns at the same time. There are a lot to choose from (b1, a4, h5, f3 and so on) so ask the question several times and get the children to come up to the demo board, show their moves to the class and say which two pawns they are attacking (naming the squares). Explain to the class that moves like this which attack two enemy pieces at the same time are called FORKS. If you attack one enemy piece it might be able to move away, but if you attack two enemy pieces at the same time they can't both move away.

Assessment criteria

Understanding of the queen move and the ability to move it along horizontal, vertical and diagonal lines.
Successful completion of worksheets.

Vocabulary used

FORK

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Core Lesson 6: The Knight Move

Learning Objectives

To learn how the knight moves and captures

Prior knowledge

As lesson two

Equipment

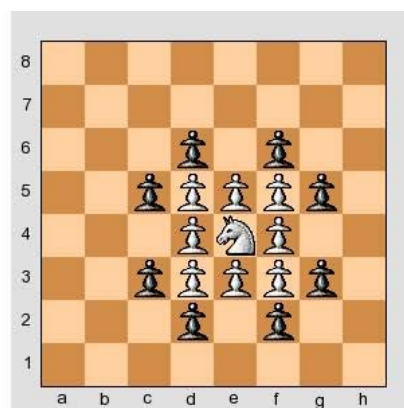
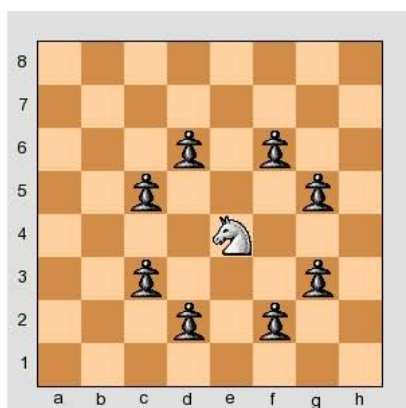
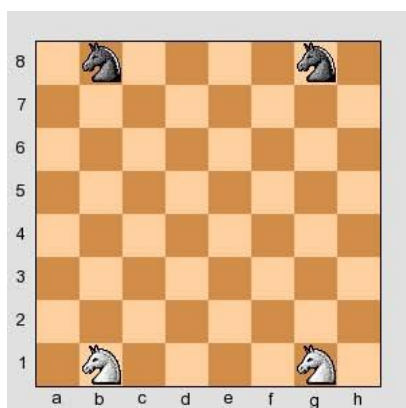
As in lesson one

Starter

Explain that we are going to learn about a new piece – the knight. The knight is a soldier riding a horse into battle. It's very different from the other pieces they've learnt about and needs a lot of practise to get it right.

Explanation

Explain that each player starts with two knights. They are the pieces shaped like horses' heads. Show them a piece from a set so that they can see what it looks like. The white knights start on b1 and g1 and the black knights on b8 and g8. Set up the position on the left on the demo board. Now ask the pupils to set up the same position on their boards. Check that all the pupils have identified the knights and placed them on the board correctly.

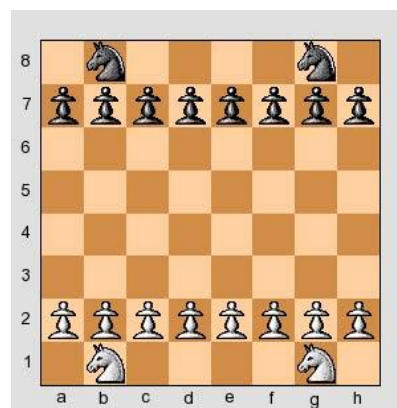
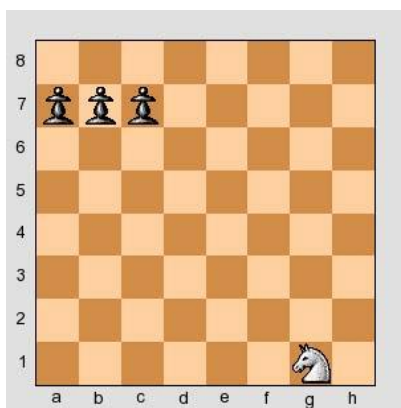


Explain that the knight moves like a letter L: two squares in a vertical or horizontal line then one square round the corner. Place a white knight on e4 and set up the black pawns as in the centre diagram. Explain that in this position, the white knight could capture any of the black pawns. Ask the pupils what they notice about the black pawns. They will probably answer that they make a shape like a circle. They should also answer that they are all dark squares: the opposite colour to the square the knight is on. Tell them that one way to remember the knight move is that it always moves to a different coloured square, two squares away. Take the pieces off the board, replace the knight on a different square and ask some of the children to come up to the board and place a black pawn where it could be taken by the white knight. Once the children have got the idea of the knight move, explain that there is another way in which a knight is different from other pieces. The knight represents a horse, and just as a horse can jump over anything in its way, so can the knight. Demonstrate the position on the right: the knight can still capture any of the black pawns. It can jump over pieces of either colour, but unlike in draughts (checkers) it does not capture the pieces it jumps over, but captures like the other pieces - landing on the square and removing the captured piece from the board.

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Activities

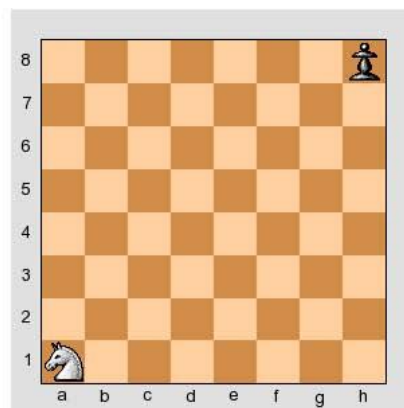
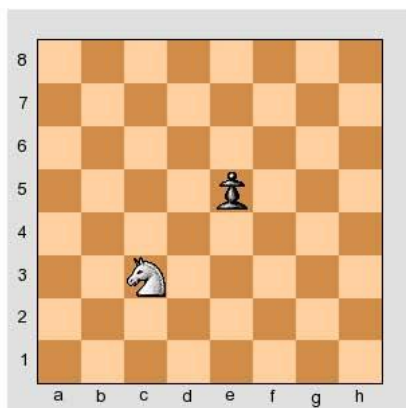
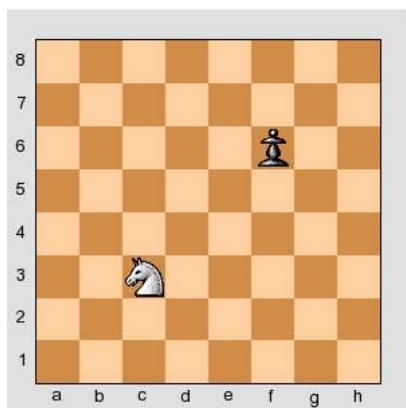
Start by giving out worksheets which the pupils will complete to ensure they've understood the knight move. When these have been completed (should only take 5 minutes or so) proceed to the game below. Tell the children they're going to play a battle between a knight and pawns, just as they did with the other pieces. Ask them how they think the knight compares to the other pieces. Is it as good as a bishop? As good as a rook? As good as a queen? Why do they say that? (The correct answer is that it's about as good as a bishop: it is slower and can move to fewer squares but the ability to jump makes up for this.)



Now set up the position on the left on the demo board and ask the children to do the same using their sets. When you have ensured that they have set up the correct starting position they can start to play. Watch the games and make sure that they are moving the knight correctly. When they have finished (White should win if he's careful) they can move onto the position on the right. Make sure you look at all the children's games and check that they are all confident about moving the knight correctly.

Plenary

Set up the position on the left below on the demo board. Ask the children how many moves it would take for the white knight to capture the black pawn (with Black not moving). When someone gives the correct answer, 2, ask them to demonstrate this on the board. If he/she does this correctly, explain that you could say that the knight is two miles away from the pawn. Then ask how many different ways there are for the knight to capture the pawn in two moves. Wait for the correct answer: 2 (via d5 and via e4).



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Now say that we're going to move the pawn nearer the knight, and set up the position in the centre. Ask the class how many moves it would take this time for the knight to capture the pawn. Even though the pawn appears nearer the knight, this time it will take the knight four moves. So you could say that, as the knight travels, it's actually four miles away. Finally, if you have time, show them the position on the right. Demonstrate that the knight can move from one corner to the opposite corner in six moves (for instance, b3, d4, e6, g5, f7, h8). Ask the class if you can do it in 7 moves instead? Or in 8 moves? Or in 9 moves? The answer is that you can only get from a1 to h8 in an even number of moves (6, 8, 10 etc) because the knight moves to a different coloured square every move.

Assessment criteria

Understanding of the knight move and the ability to move it around the board, making legal moves. Understanding that a knight can jump over pieces of either colour. Successful completion of worksheets.

Vocabulary used

None

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Core Lesson 7: The King Move

Learning Objectives

To learn how the king moves and captures

Prior knowledge

Reading skills, understanding of moves of all other pieces, understanding concepts of controlling (attacking) squares

Equipment

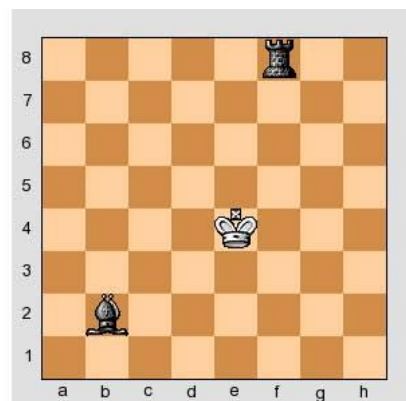
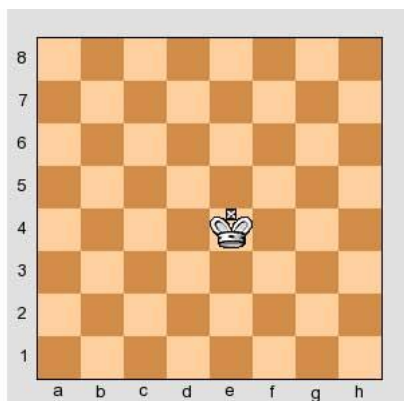
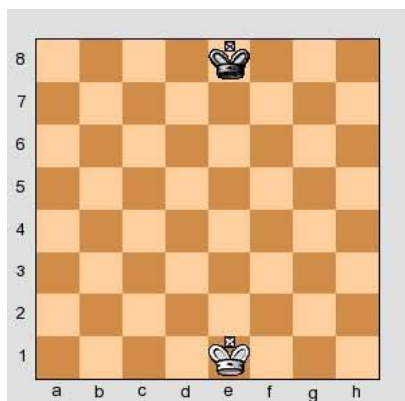
As lesson one

Starter

Explain that we are going to learn about a new piece – the king. The king is the most important piece in the army – but you will need a few more lessons before you understand why. You also have to be really good at knowing the moves of all the other pieces before you can use your king correctly.

Explanation

Explain that each player starts with one king. The king is the big piece with the cross on top. Show them a piece from a set so that they can see what it looks like. Ask the class where the queens start: they should say d1 and d8. Then ask them to guess where the kings start: they should say e1 and e8. Explain that this is correct and set up the position on the left. Ask the pupils to find the kings in their set and put them on the correct squares.



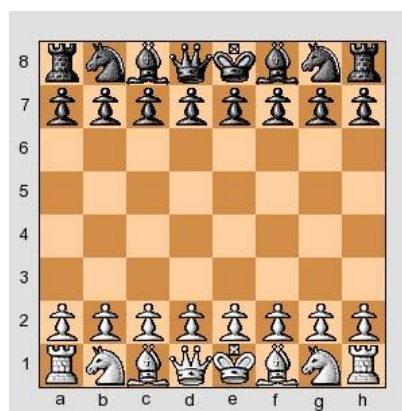
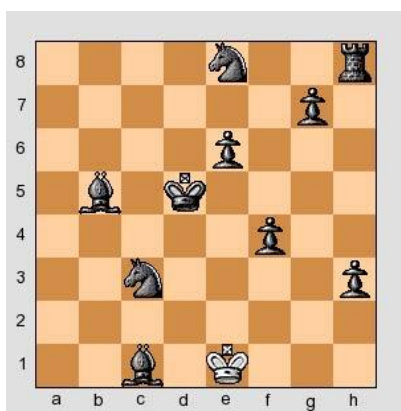
Now set up the centre position and explain that the king move is very simple: it just moves one square in any direction, so, in the centre of the board, it has 8 possible moves. Demonstrate this on the board. However, it's not as simple as that. If you move any other piece to a square that is controlled by an enemy piece, it runs the risk of being captured. The king is NOT allowed to move to a square that is being controlled by an enemy piece. Add the black rook and bishop to give the position on the right. Demonstrate that in this position the white king cannot move to the f-file because of the black rook, and cannot move to the a1h8 diagonal because of the black bishop. So the only squares the king can move to are d5, d3 and e3. Again, demonstrate this on the board.

Activities

Start by giving out worksheets which the pupils will complete to ensure they've understood the king move. When these have been completed (should only take 5 minutes or so), proceed to the next activity.

Explain to the children that they are going to try to find their way through a king maze. The king has to move to the end of the board playing only legal moves. Display the position on the left on the demo board and also hand out worksheets. The children will colour in the squares the king must move to in order to reach the end of the board. They must be very careful not to move to a square attacked by an enemy piece. You might like the children to work together in pairs on this activity.

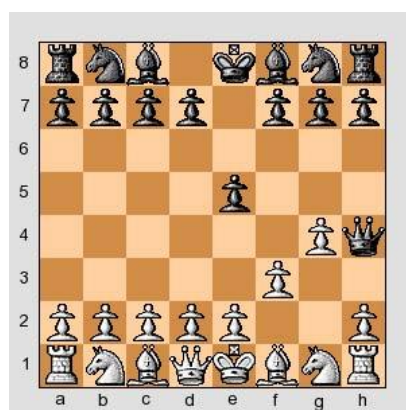
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When the children have completed this activity ask them if they can remember where all the pieces go at the start of the game. Ask them to set up their boards and check that they have all reached the position on the right.

Plenary

Summarise the king move. Explain that they are almost ready to play a real game of chess. So far they've been playing CAPTURE THE FLAG games, where the object of the game is to get a pawn to the other side of the board. In real chess, the object of the game is very different (although capturing enemy pieces and getting pawns to the end will help): to trap the enemy king, to attack him in such a way that he avoids being captured next move. If you have time, demonstrate these moves on the board, from the starting position which you should already have up. Ask the children to play these moves on their boards as well. Move the white pawn from f2 to f3. Then move the black pawn from e7 to e5. Then the white pawn moves from g2 to g4. Finally, the black queen moves from d8 to h4, giving the position below.



Explain that the black queen is attacking the white king. White cannot move his king to a safe square. He cannot block the attack by placing a piece on f2 or g3. He cannot capture the queen with any of his pieces. This means that Black has won the game. You do not play any more moves: in chess, the king is never captured. This is the quickest way to win a game of chess. In the next lesson they'll learn a lot more about this.

Assessment criteria

Understanding the king move and the concept of squares being controlled by an enemy piece. Successfully completing the worksheets.

Vocabulary used

None

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Core Lesson 8: Check and Checkmate

Learning Objectives

To learn about check and checkmate: how to win a game of chess.

Prior knowledge

Reading skills, understanding moves of all pieces, how to set the board up for the start of the game

Equipment

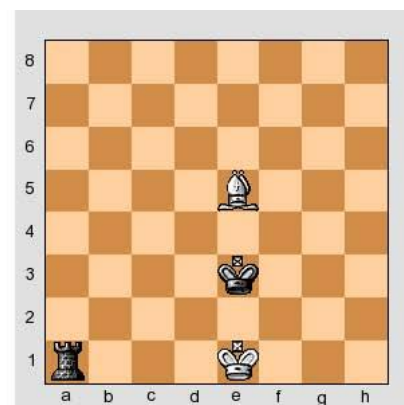
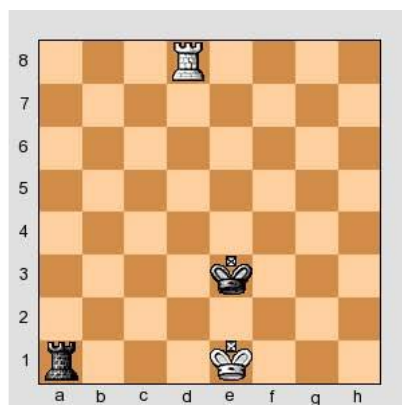
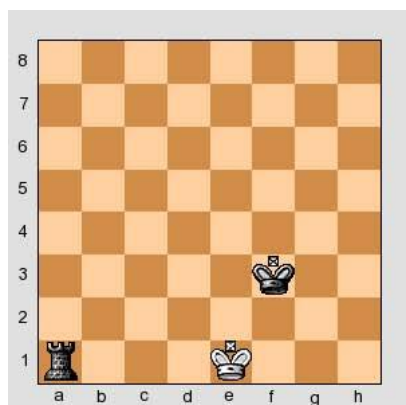
As in lesson one

Starter

Start by asking the children if they remember how the king moves. They should be able to tell you that it can move only one square at a time. They should also be able to say that the king cannot move to a square attacked/controlled by an enemy piece. Explain that we are going to learn more about how to win a real game of chess. As we saw at the end of the last lesson, we win a game of chess by reaching a position where the enemy king is under attack and can do nothing about it. But there's a lot more to it than that. We are going to learn two very important new words: CHECK and CHECKMATE.

Explanation

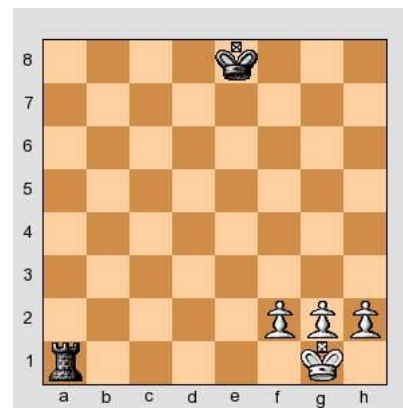
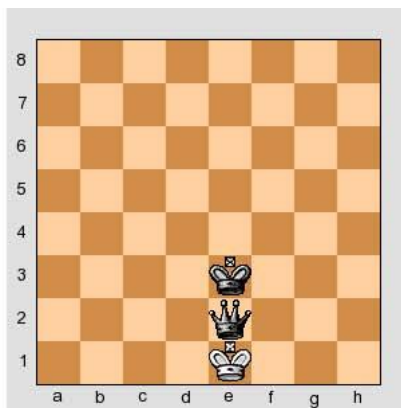
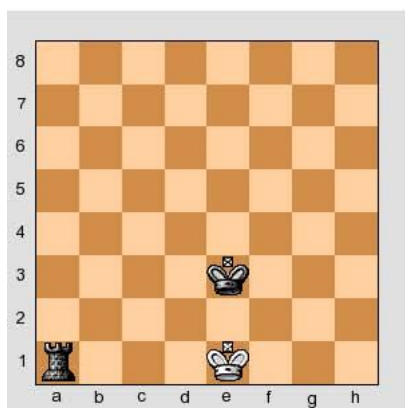
Set up the position on your left and explain that the black rook has just moved to a1, attacking the white king. A move like this which attacks the enemy king is called a CHECK. Black has CHECKED White. White (or the white king) is IN CHECK. When you play a check it's good to warn your opponent by saying the word CHECK. If you are IN CHECK you have to do something about it.



Explain that the white king cannot move to d1 or f1 because it would still be IN CHECK by the black rook. It also cannot move to e2 and f2 because it would be attacked by the black king. Two kings can never stand next to each other because they would both be in check. White only has one move to GET OUT OF CHECK. He must move his king to d2. Now set up the position in the centre diagram. This time demonstrate that the white king has no moves. But he can get out of check by moving his rook from d8 to d1 to BLOCK the check. BLOCKING a check is only possible if you are in check from a queen, a rook or a bishop. Now set up the diagram on the right. You might like to ask the pupils how White can get out of check here. He cannot move his king or block the check but he can use his bishop to CAPTURE the black rook.

Explain that there are three ways you can try to get out of check: moving the king to a safe square, blocking the check by putting a piece in the way or capturing the piece that's checking you. If you cannot do any of these things you have lost the game. Or, better, if your opponent is in check and cannot do any of these things you have won the game. This sort of position is called CHECKMATE and this is how you win a game of chess. Demonstrate this by removing the white bishop from the board, giving the position on the left below.

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Demonstrate that in this position the king cannot get out of check. Explain that the game ends here. White does not make another move and Black does not capture the king. Black has won by getting CHECKMATE: White has been CHECKMATED. Now explain that there are thousands of different types of checkmates, and, while you can't learn them all, it's a good idea to learn some of the more common ones. Replace the rook with the queen and say that it's still checkmate. Now move the queen to e2, as in the centre diagram. Say that this is a different sort of checkmate. The king cannot capture the queen because it's defended by the black king. Finally, set up the position on the right. Explain that this is a bit like the first position, with the rook checking the king along the back rank, but this time the king cannot escape because his own pawns are in the way.

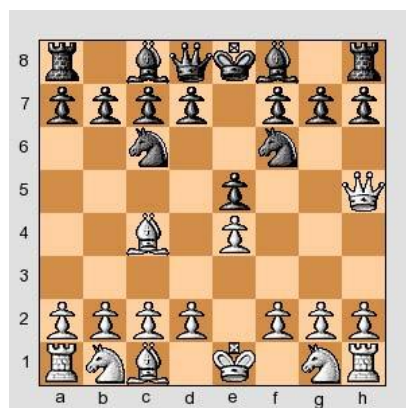
Activities

Explain to the class that they will be completing two different types of worksheet this lesson. In the first worksheet they have to find the move to get out of check. Distribute these first. When they are complete, explain the second worksheet. In this they have to find moves which put Black in CHECKMATE. Identify problems and, if necessary, explain on the demo board. When the worksheets are completed, explain that there are still a few more rules they need to know, but they can now play a complete game of chess. While they are playing go round watching each board for a few moves to make sure they are playing legal chess. Ask them to raise their hands if they get their opponent in check. Go and look at the board and, if it really is check, ask their opponent how they could get out of check. One important point (you might want to explain this on the board if you see it happening in one of the games): if your opponent moves into check by mistake you cannot claim a win by taking his king. Instead you have to ask him to go back and play another move instead. There's no need to implement the 'touch and move' rule yet: this will be explained later. At the end of the playing session make sure the children set all the pieces up on their starting positions before replacing them carefully in empty boxes. Explain that this is to make sure they all have a complete set at the start of the next lesson – young children find this concept very hard to understand!

Plenary

Ask children again to define CHECK and CHECKMATE. If they all understand and give fairly accurate definitions (and if there's time), demonstrate the following game on the demo board. First, White moves his pawn from e2 to e4 and Black moves from e7 to e5. Explain that this is a good way to start the game because the pawn move opens up lines for the queen and bishop. Now White moves his queen from d1 to h5 and Black moves his knight from b8 to c6. Then White moves his bishop from f1 to c4 and Black moves his knight from g8 to f6, giving the position below.

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Observe that the black knight is attacking the white queen, and since that White doesn't want to lose his most powerful piece, it would be a good idea for him to move his queen. Ask where they think White should move to. Some children might have seen this before at home, but if they haven't, they will at this stage be unlikely to find the right answer. If no one gets it, demonstrate on the board that White should move the queen to capture the black pawn on f7. This is CHECKMATE: play the move on the board and ask why the black king can't capture the white queen. The answer is that it is defended by the bishop on c4: Black cannot take because he would then be in check from the bishop. Observe that chess is a team game and you need to get your pieces working together as a team in order to win.

Assessment criteria

Successful completion of worksheets to demonstrate understanding of check and checkmate, the ability to find the right move to get out of check and the ability to find simple checkmates.

Vocabulary used

CHECK (n/v), CHECKMATE (n/v)

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Core Lesson 9: Pawn Promotion

Learning Objectives

To understand the rule of Pawn Promotion

Prior knowledge

Reading skills, understanding the moves of all the pieces, including check and checkmate.

Equipment

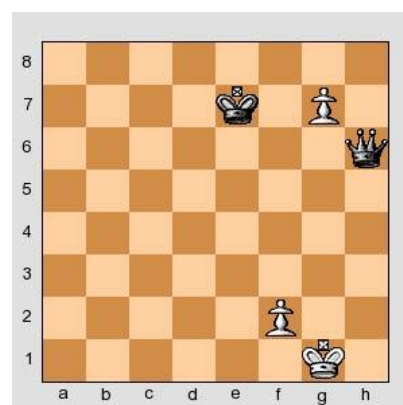
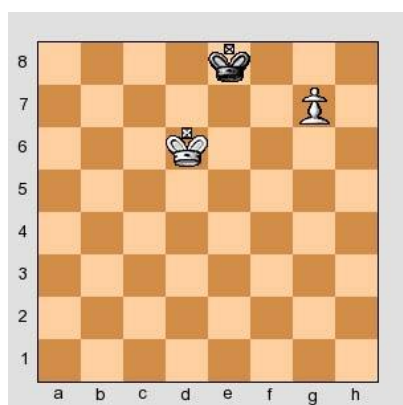
As in lesson one

Starter

Start by asking children to recap the last lesson by defining check and checkmate correctly. Perhaps ask some of the children to come up to the demo board and set up a checkmate position. Then continue by explaining that there are still a few more rules to learn. Today we're going to look at a special rule to do with pawns.

Explanation

Tell the class that they're going to look at something called PAWN PROMOTION. Explain the meaning of the word PROMOTE if they don't all know it: you can get promoted in a job; a football team can get promoted and so on. Continue by saying that when they played CAPTURE THE FLAG they could win by getting a pawn to the end of the board safely. In a real game of chess, you win by getting checkmate, but getting a pawn to the end might help you with this. When you get a pawn to the end of the board, you must exchange it for another piece of the same colour. You can choose a queen, a rook, a bishop or a knight. Usually you will choose a queen because it's the most powerful piece and worth the most points. It doesn't matter if you've already got a queen on the board. You might need to borrow a queen from another set, or use an upside down rook instead.



Set up the position on the left on the demo board. Explain that White can move his pawn from g7 to g8. When it reaches that square, as part of the same move, White can exchange the pawn for another white piece. In this position, if he chooses a queen it will be checkmate. Play the move on the board and demonstrate that it is indeed checkmate because the black king has no safe squares to move to. Now explain that usually you will choose a queen, but sometimes you might prefer another piece. Set up the position on the right on the demo board. Explain that if White promoted his pawn to a queen he would have queen and pawn against queen, an advantage of one pawn. But instead watch what happens if you promote to a knight instead. Play the move on the board and ask what is happening now. They should be able to tell you that the knight is checking the black king and attacking the black queen at the same time. Black has to move his king to a safe square, and then the promoted knight will be able to capture the queen. Ask if they remember the word for this sort of move. They should be able to remember that this is a FORK.

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Activities

There are no worksheets on pawn promotion, but children should, if thought necessary, spend five minutes or so completing further worksheets on check and checkmate. Then continue as in the previous lesson, with children playing games and raising their hand when they have put their opponent in check. Again, go round each board in turn to ensure that the children are playing legal moves. At this stage don't worry about whether or not their moves are good or bad. They will start on that in the next lesson. If you see anything that is not clearly understood feel free to stop the class while you explain on the demo board. You might, for instance, notice that some children are not using the knights because they can't remember, or are not confident about, how they move.

Plenary

Ask children to explain the rules about pawn promotion. Now ask if anyone can work out the maximum number of queens you can have at the same time. They should try to work it out rather than guess the answer. The correct answer is nine: you could promote all eight pawns to queens, along with the queen you started with. If there's time you might also ask them if they're enjoying playing chess. What do they like about the game? What do they dislike about the game? Is there anything they find hard to remember? What is their favourite piece?

Assessment criteria

Questioning to confirm understanding of pawn promotion rules, completion of worksheets to confirm growing understanding of check and checkmate, the ability to play legal moves in a game of chess, and to understand about getting out of check and not moving into check.

Vocabulary used

PROMOTE, PROMOTION

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Core Lesson 10: The Values of the Pieces

Learning Objectives

To understand that some pieces are more valuable than others, to learn the respective values of the pieces

Prior knowledge

Reading skills, understanding the moves of all the pieces, including check and checkmate, simple arithmetic (addition/subtraction), basic logic and reasoning skills

Equipment

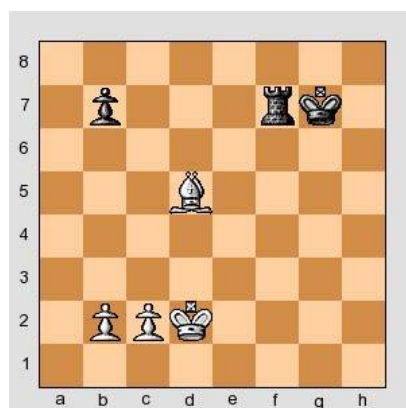
As in lesson one

Starter

Start by asking children to recap the last lesson by defining check and checkmate correctly. Perhaps ask some of the children to come up to the demo board and set up a checkmate position. Then continue by explaining that some pieces in the army are stronger than others. Chess is a battle between two armies and in most battles the bigger and stronger army wins. Your first job as a chess player is to try to make your army bigger and stronger than your opponent's army.

Explanation

First ask the children which they think is the least powerful piece in the army, and ask the reasons for their choice. They should tell you that the pawn is the least powerful piece (some might say the king). You can add that they've already seen that it takes several pawns to beat another piece at Capture the Flag games. Tell them that as the pawn is the weakest piece in the army we say that it is worth one point. If you like, it costs £1. Now, ask how much they think the knight is worth? Always ask for their reasons. Explain that a knight is worth 3 points (it costs £3). Do the same with the bishop, which is worth 3 points: although it cannot jump and can only reach half the squares on the board it can travel much faster than the knight so all in all they're worth about the same. Now move onto the rook. Ask if they think the rook is stronger or weaker than the bishop and why they think that. Then ask them to guess how much the rook is worth: the correct answer is 5 points. Again repeat with the queen. They should realise that the queen is worth at least as much as a rook and a bishop combined. Tell them that the queen is worth 9 points. (Actually it's more like 9½ but most beginners' books use 10 so that's what we'll use here.) Next, say that we don't give a value to the king because the kings never get captured. If children are familiar with the concept of infinity you could say that that is how much the king is worth. Write the values on the whiteboard so that the pupils will be able to see them when they play their games.



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Set up the position above to illustrate this. Explain that it's White's move and ask the pupils what move they think he should play. The white bishop could capture either the black rook or the black pawn. If it captures the pawn, the rook will be able to capture the bishop. Ask how many points White would win and how many points he would lose. They should say that he would win 1 point but lose 3 points. Explain the concept of profit and loss. He will lose more than he wins so we can do a subtraction: $3 - 1 = 2$ and say that White would make a loss of two points. Now see what happens if he captures the rook. This time the black king will be able to capture the bishop in return. White will win 5 points and lose 3 so this time he'll make a profit of two points.

Activities

Start by explaining that children will be completing worksheets to confirm that they understand and can remember the values of the pieces, and understand the concept of trading their lower valued pieces for their opponent's higher valued pieces. Then suggest that, while playing their games today they might like to count the pieces they've captured and work out who's ahead 'on points': in other words who has the bigger and stronger army. Point out that when there are not many pieces left on the board it's easier to count the values of the pieces left on the board. Emphasize that they should look for moves that capture enemy pieces and then try to work out whether they would gain or lose points by playing each capture. If they would gain points then they should play the move. While you go round to look at their games ask the player to move if he/she can find any captures, and whether or not they would be good moves.

Plenary

Start by asking the children to repeat the values of the pieces and ensure that they can all remember all the values. Then ask what else they have learnt in the lesson. They should be able to say something about looking for captures or moves that win points. Explain that another word we sometimes use in chess is MATERIAL. If a player is ahead on points we sometimes say that he is ahead on MATERIAL or has a MATERIAL ADVANTAGE. If necessary, explain the words ADVANTAGE and DISADVANTAGE.

If there is time, play some CHESS MATHS. Start by holding up two pieces and ask how much they are worth together. Repeat a few times. Then try other sums: hold up two pieces in each hand and ask which pair of pieces is worth more. Or hold up two pieces and ask how much more the stronger piece is worth than the weaker piece.

Assessment criteria

Understanding of the values of the pieces and their significance and that it's important to have a bigger and stronger army than your opponent. The ability to find moves in games which win points, by capturing a piece for nothing, or capturing a stronger piece with a weaker piece.

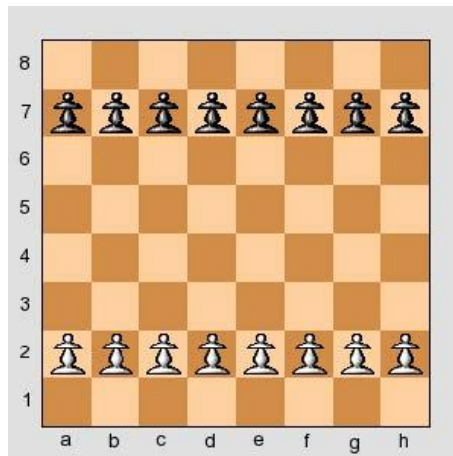
Vocabulary used

VALUE(S) of pieces, POINT(S), MATERIAL, ADVANTAGE, DISADVANTAGE

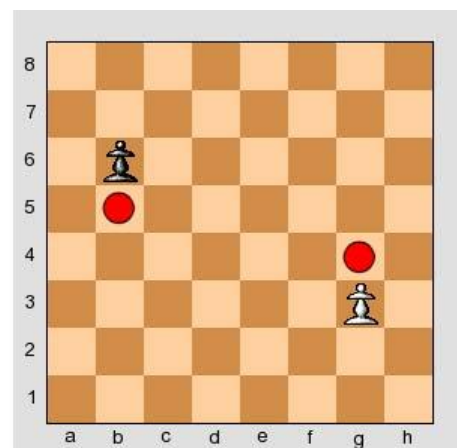
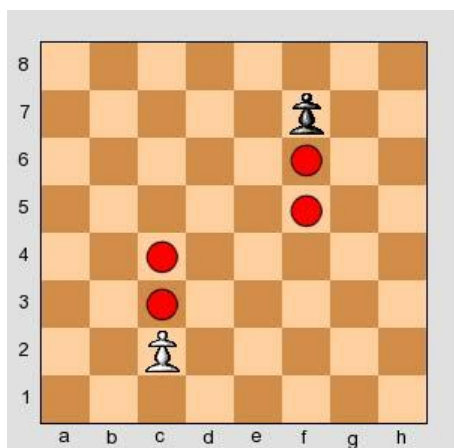
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Core Lesson 1 Handout

THE PAWN MOVE



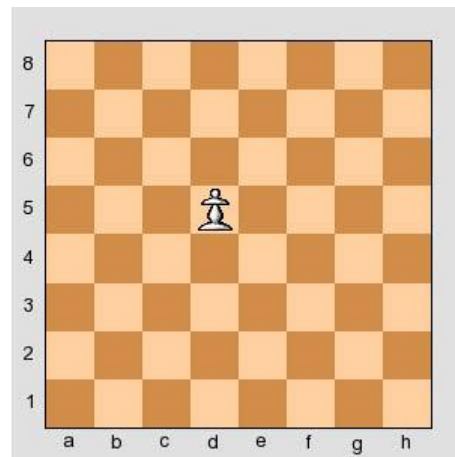
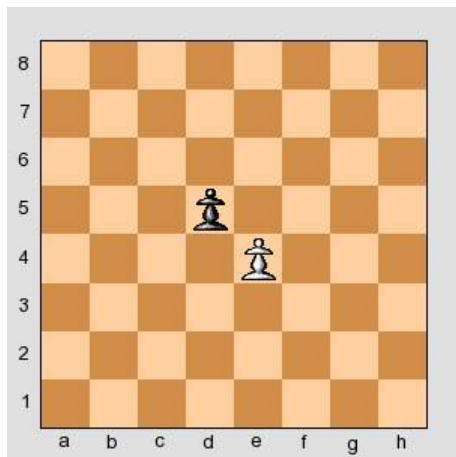
Each player has 8 pawns. This is where they start.



On its first move a pawn can move one or two squares forward. After its first move it can only move one square forward.

THE PAWN CAPTURE

Pawns can make captures by moving one square diagonally forward.

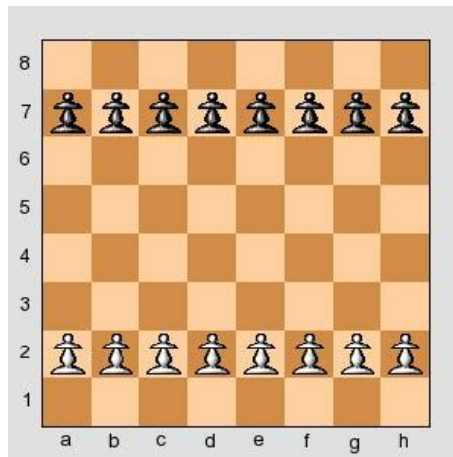


In the first diagram it's White's move. His pawn can capture the black pawn.

The second diagram is the position after White has captured the black pawn.

When you capture a piece your piece takes its place and the enemy piece is taken off the board.

THE PAWN GAME



This is a game you can play with pawns. You start from this position. Here are the rules:

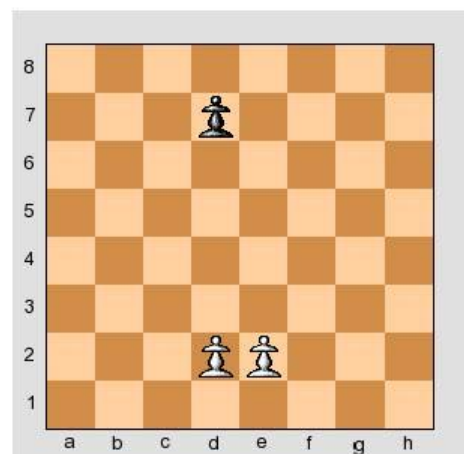
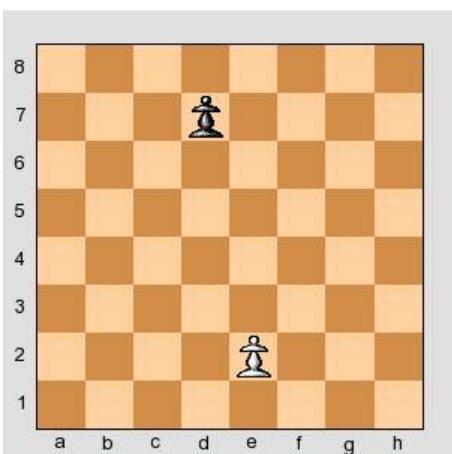
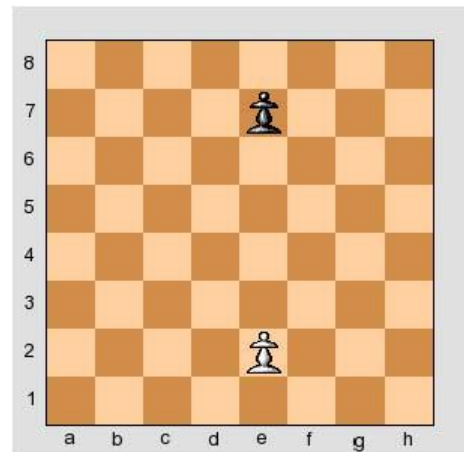
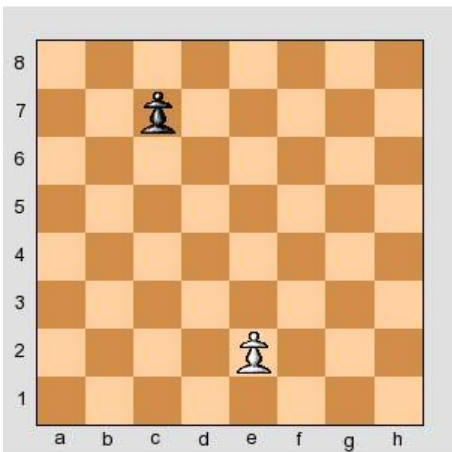
1. White plays the first move
2. The players take it in turns to move
3. You win if you get a pawn to the end of the board
4. You win if you take all the enemy pawns
5. You win if your opponent cannot make a move

Core Lesson 2 Handout

MORE PAWN GAMES

Here are some more pawn games for you to play. The rules are the same as on the last page.

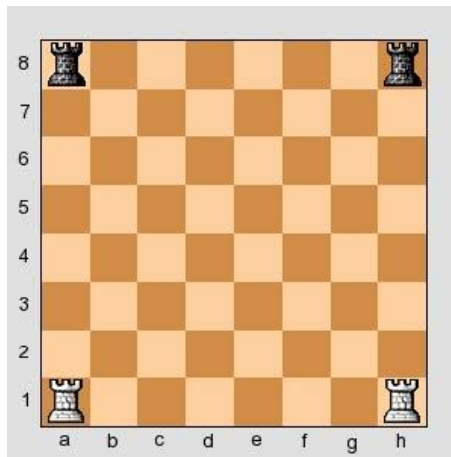
Who do you think will win each game? White or Black? Can you work out who will win and what is the best way to play?



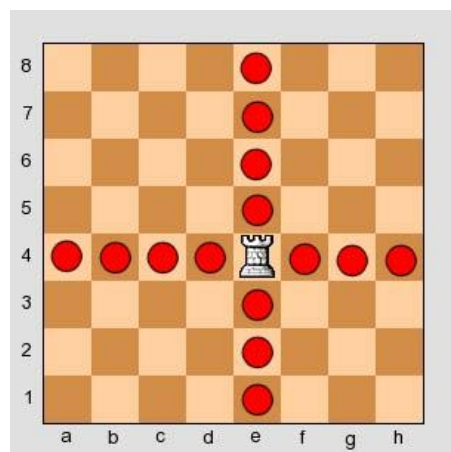
CSC Curriculum – Term One Handouts

Core Lesson 3 Handout

THE ROOK MOVE

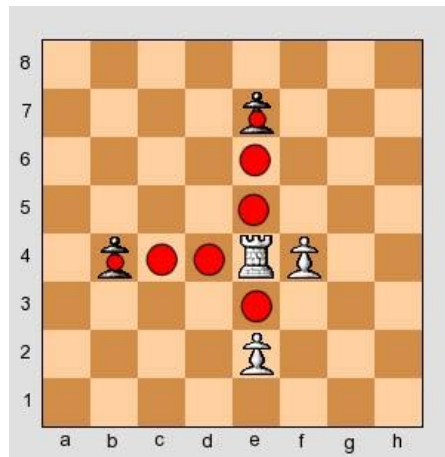


Each player has two rooks. This is where they start.



This is how the rook moves. It can move as far as it likes forwards, backwards or sideways as long as there is nothing in the way. It cannot jump over other pieces.

THE ROOK CAPTURE

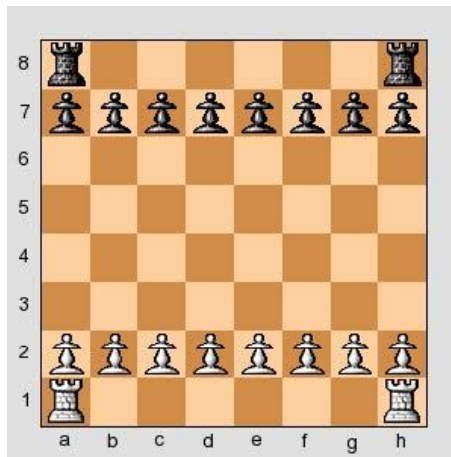


The rook captures in the same way that it moves. In this position the rook can move to the squares with circles on.

The rook can also capture either black pawn. You move the rook to the square where the enemy pawn is and take the pawn off the board.

The rook cannot capture the white pawns. You can never capture your own pieces.

THE ROOK GAME



This is the starting position for the rook game.

There's one new rule:

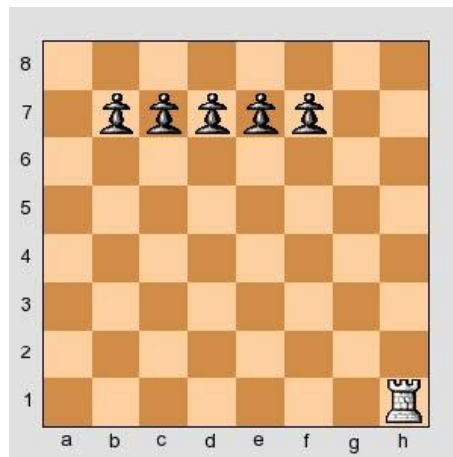
If you get a pawn to the end of the board your opponent has one move in which to capture it. If he cannot capture it, or does not capture it, then you win the game.

If all the pawns are captured and both players have a rook left you can call the game a draw.

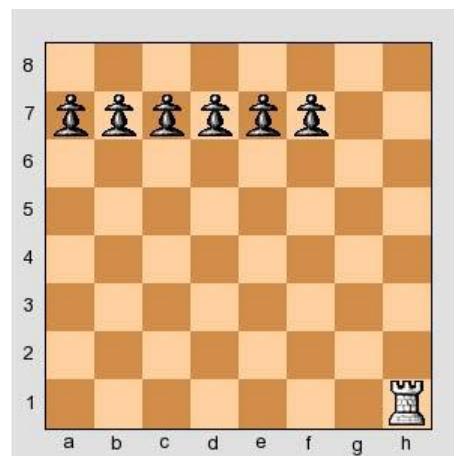
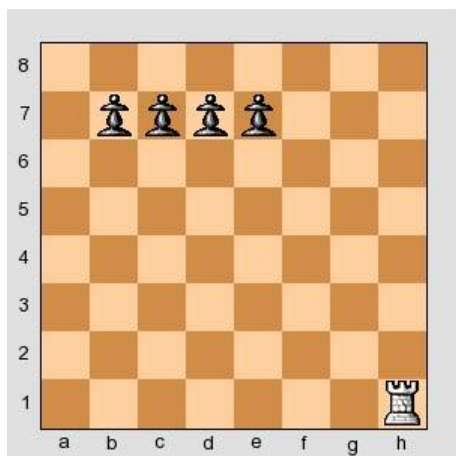
MORE ROOK GAMES

In these games, a rook battles against a team of enemy pawns. How many pawns do you think it will take to beat a rook?

In this position the rook battles against 5 pawns. Who do you think will win?

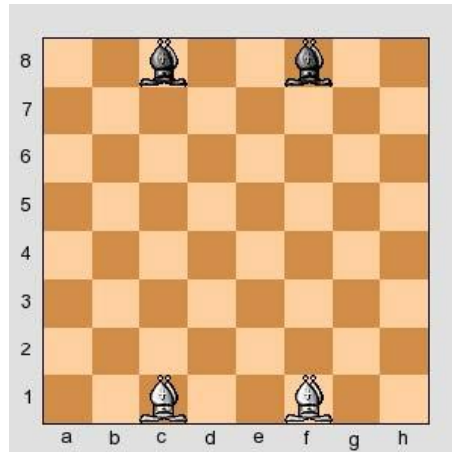


Try playing against 4 pawns or 6 pawns as well.

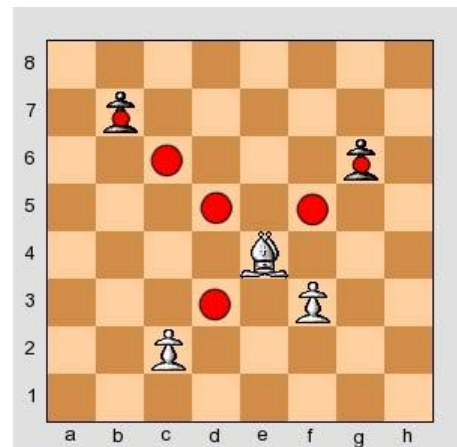
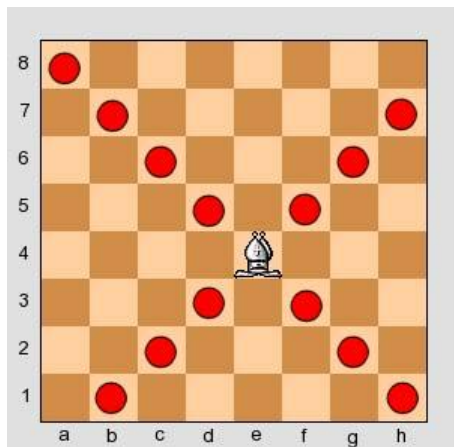


Core Lesson 4 Handout

THE BISHOP MOVE



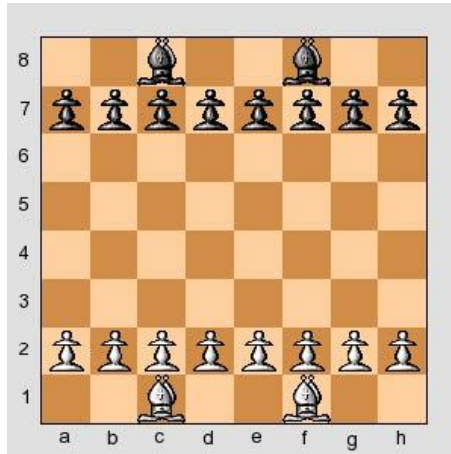
Each player has two bishops. This is where they start.



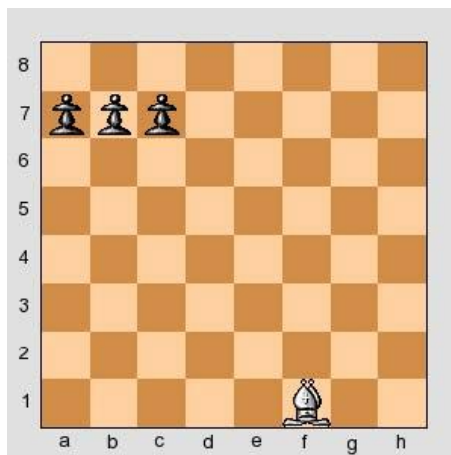
This is how the bishop moves. It can move as far as it likes diagonally as long as there is nothing in the way. Like the rook, it captures the same way as it moves and cannot jump over other pieces. In the diagram on the right the bishop can capture either black pawn.

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BISHOP GAMES



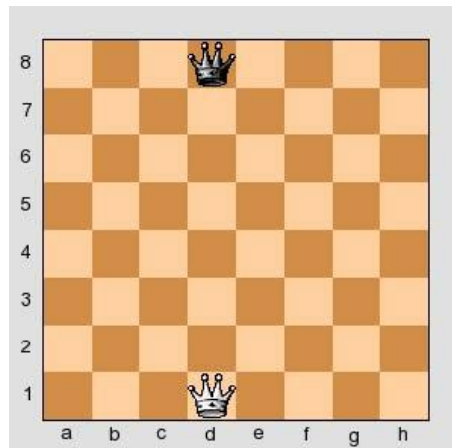
This is the starting position for the bishop game. The rules are the same as for the rook game.



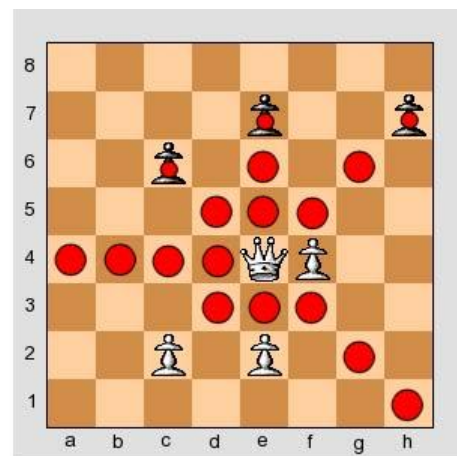
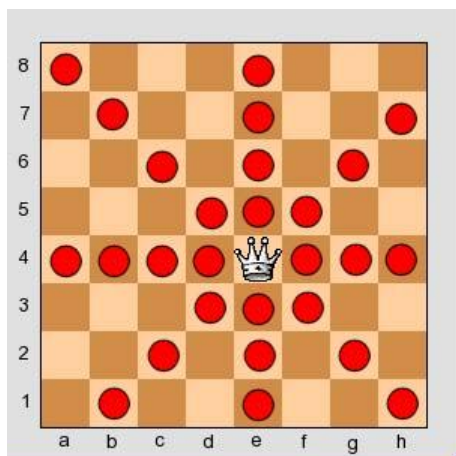
In this game a bishop battles against three pawns. Who do you think will win? Try this game with two or four pawns, or with the pawns starting on different squares.

Core Lesson 5 Handout

THE QUEEN MOVE



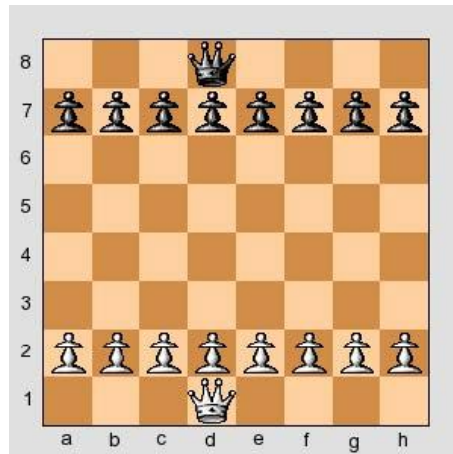
Each player has one queen. This is where they start.



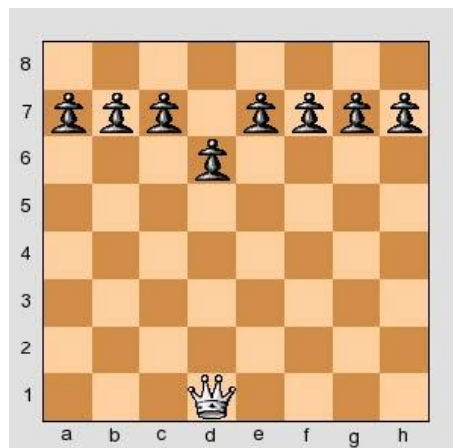
This is how the queen moves. It can move forwards, backwards or sideways like a rook. It can also move diagonally like a bishop. It captures the same way as it moves and cannot jump over other pieces. In the diagram on the right, the queen could capture any of the black pawns.

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QUEEN GAMES



This is the starting position for the queen game. The rules are the same as for the rook and bishop games.

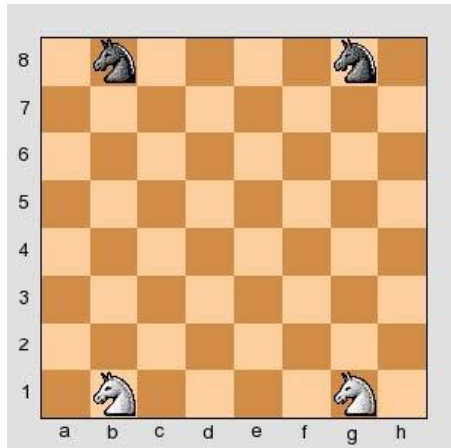


In this game a queen battles against 8 pawns. Who do you think will win? If you can find another pawn, try playing the queen against nine pawns.

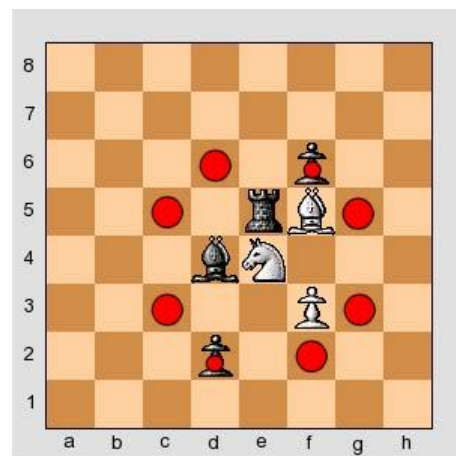
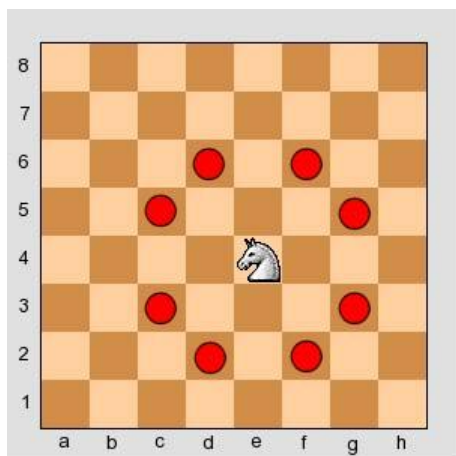
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Core Lesson 6 Handout

THE KNIGHT MOVE



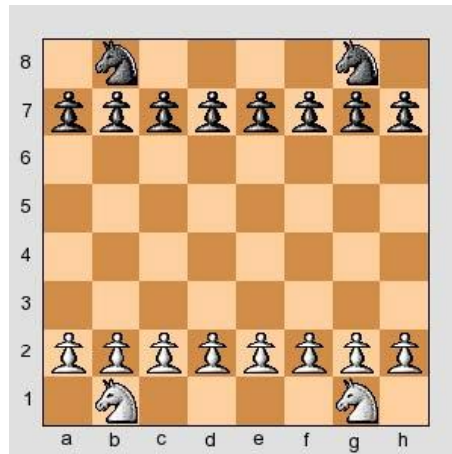
Each player has two knights. This is where they start.



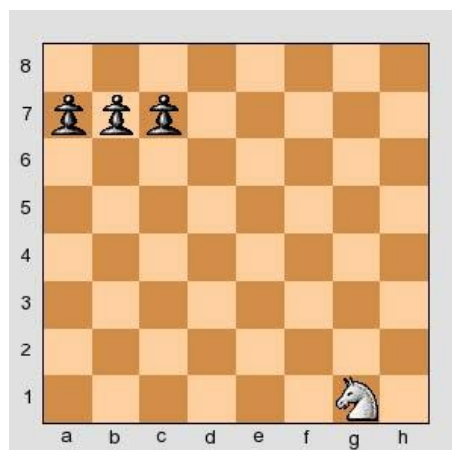
This is how the knight moves. It moves like a letter L – to the opposite corner of a 2 x 3 rectangle.

The knight is the only piece that can jump. It can jump over any piece in its way. In the diagram on the right the knight can capture either black pawn.

KNIGHT GAMES



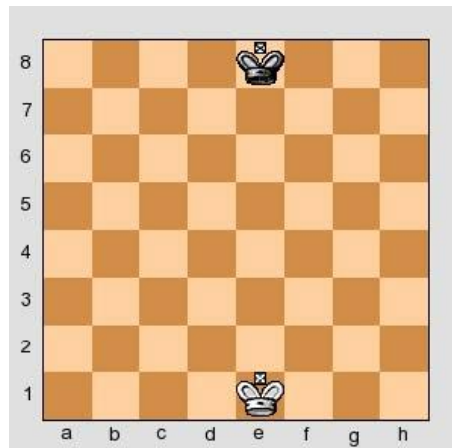
This is the starting position for the knight game. The rules are the same as for the queen, rook and bishop games.



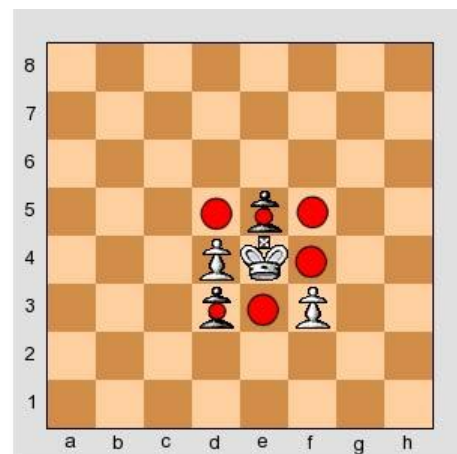
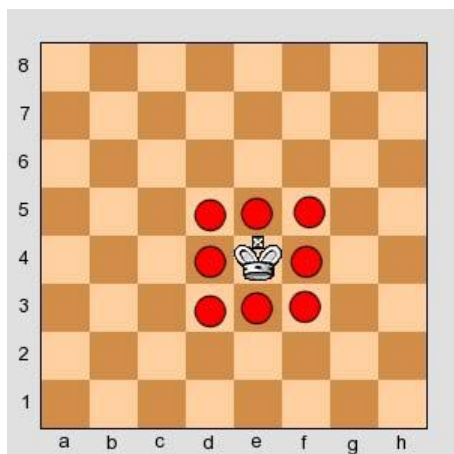
In this game a knight battles against 3 pawns. Who do you think will win? Try this game with two or four pawns, or with the pawns starting on different squares.

Core Lesson 7 Handout

THE KING MOVE



Each player has one king. This is where they start.

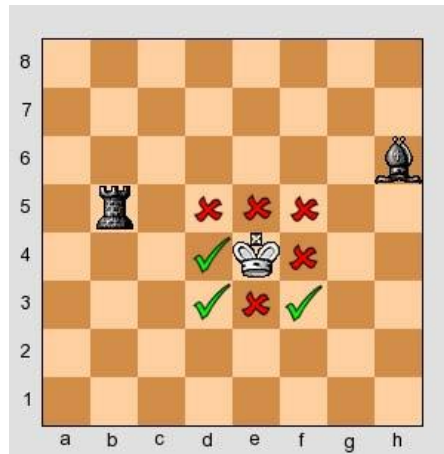


This is how the king moves. It moves just one square at a time in any direction.

In the diagram on the right the king can capture either black pawn.

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MORE ABOUT KINGS



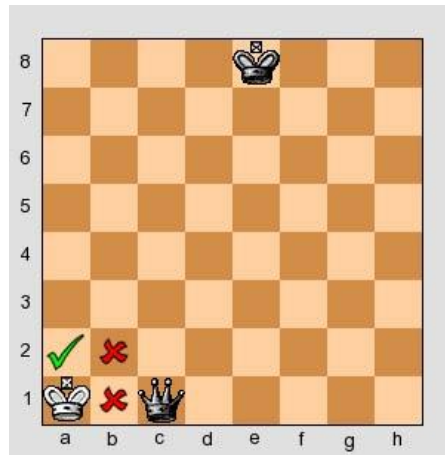
The king cannot move to any square where it could be captured by an enemy piece.

In this position the king cannot move to the squares marked with a cross.

It can only move to the squares marked with a tick.

Core Lesson 8 Handout

CHECKS – PART 1



If your king is threatened to be captured - you are IN CHECK.

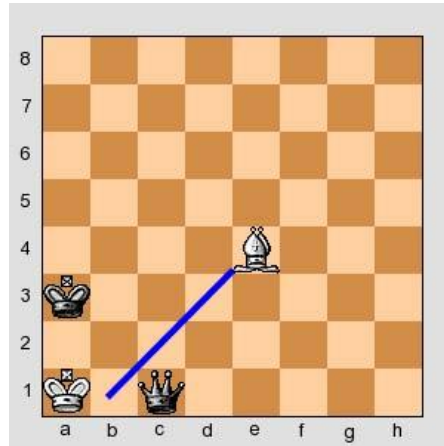
In this position, the black queen is checking the white king.

If you are in check, you must do something about it.

One thing you can do is move your king to a safe square.

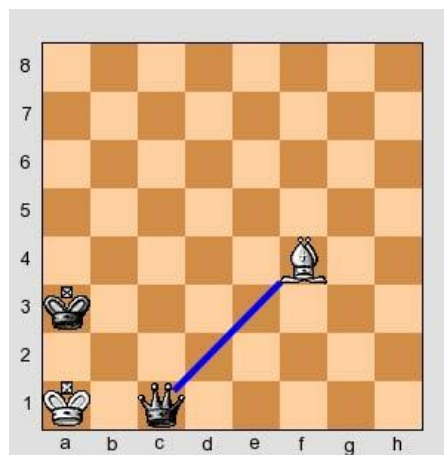
In this position, White can move his king to the a2 square. By playing this move he will get out of check.

CHECKS – PART 2



If you are in check from a queen, a rook or a bishop, you can get out of check by putting a piece in the way.

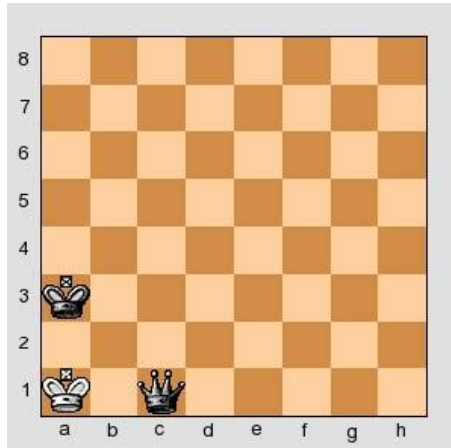
In this position, White can get out of check by moving his bishop to the b1 square.



You can also get out of check by capturing the piece that is checking you. Here the white bishop can capture the black queen.

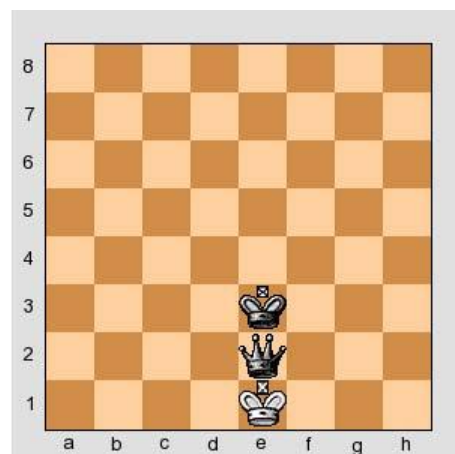
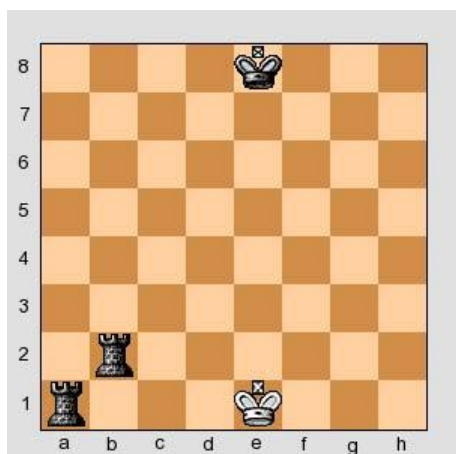
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CHECKMATE



In this position, White is in check from the black queen. He cannot move his king to a safe square. He cannot put a piece in the way. He cannot capture the black queen.

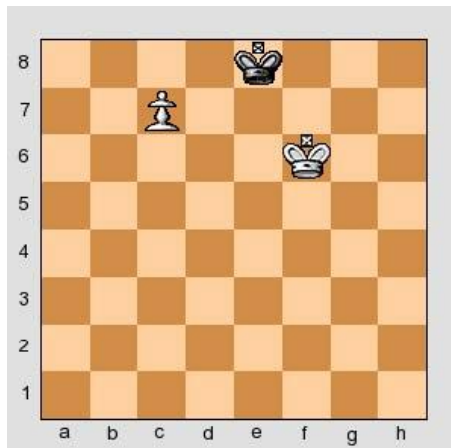
If you cannot get out of check it is CHECKMATE. CHECKMATE is how you win a game of chess. In all the positions on this page, Black has won the game by CHECKMATING the white king.



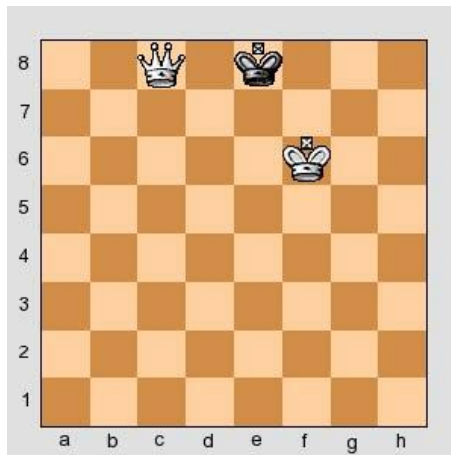
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Core Lesson 9 Handout

PAWN PROMOTION



In a proper game of chess, if you get a pawn to the end of the board you must exchange it for another piece. You can choose a queen, a rook, a bishop or a knight. In this position it's White's move. He can move his pawn to c8 and PROMOTE it to another piece.



Now White has made his move. He has chosen to PROMOTE his pawn into a queen. It's now CHECKMATE - White has won the game.

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Core Lesson 10 Handout

THE VALUE OF THE PIECES

A PAWN  is worth 1 POINT

A KNIGHT  is worth 3 POINTS

A BISHOP  is worth 3 POINTS

A ROOK  is worth 5 points

A QUEEN  is worth 9 points

$$\text{Knight} = \text{Bishop} = \text{Pawn} + \text{Pawn} + \text{Pawn}$$

$$\text{Rook} = \text{Knight} + \text{Pawn} + \text{Pawn}$$

$$\text{Queen} = \text{Rook} + \text{Bishop} + \text{Pawn}$$

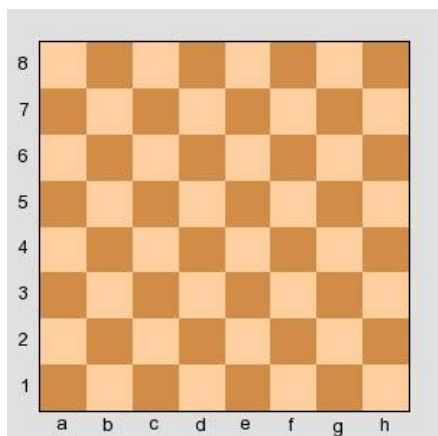
$$\text{Bishop} + \text{Knight} = \text{Rook} + \text{Pawn}$$

$$\text{Rook} + \text{Rook} = \text{Queen} + \text{Pawn}$$

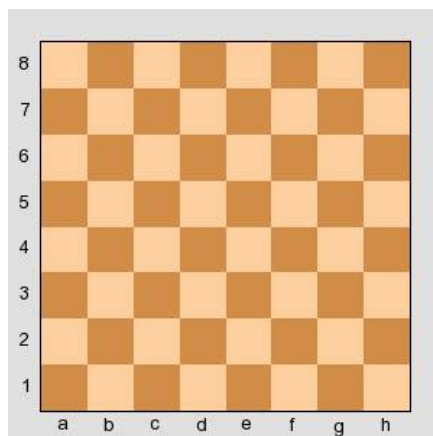
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CSC Core Lesson 1 Worksheet

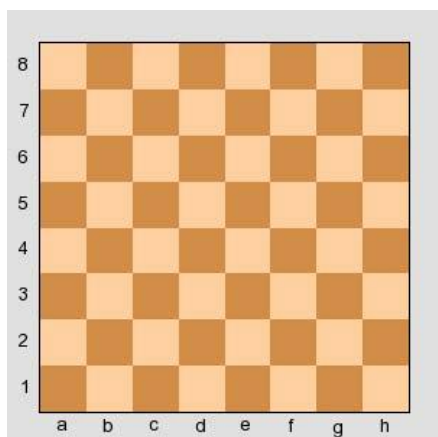
In each diagram, colour the named file in **blue**, the named rank in **red** and the named diagonal in **green**.



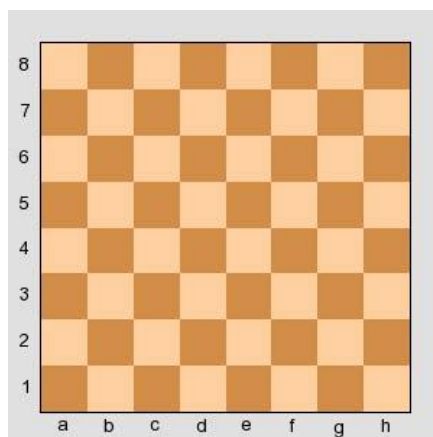
a-file, 4th rank, b1-h7 diagonal



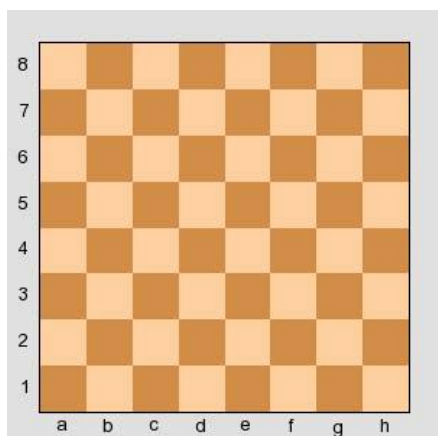
f-file, 7th rank, h3-c8 diagonal



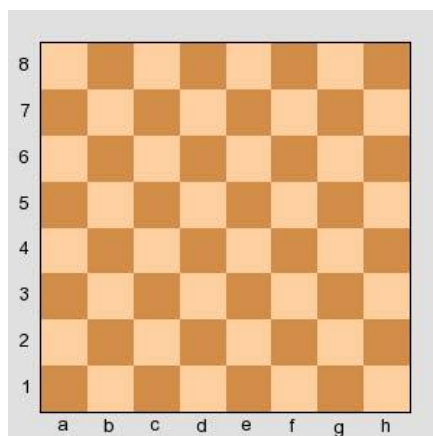
h-file, 1st rank, h1-a8 diagonal



e-file, 6th rank, a2-g8 diagonal



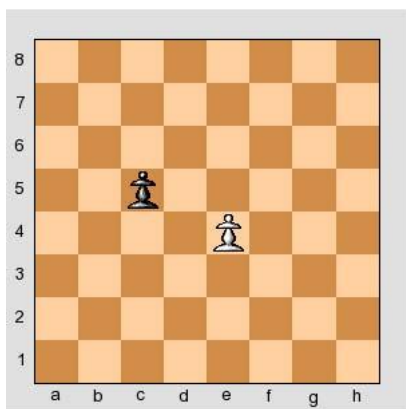
d-file, 8th rank, e1-h4 diagonal



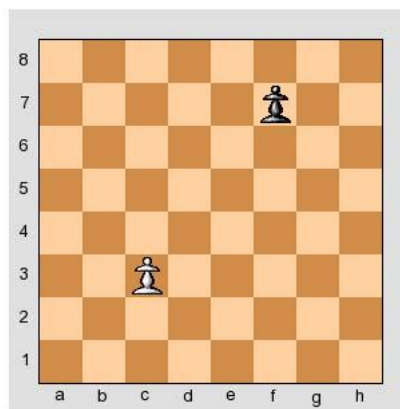
b-file, 3rd rank, a4-e8 diagonal

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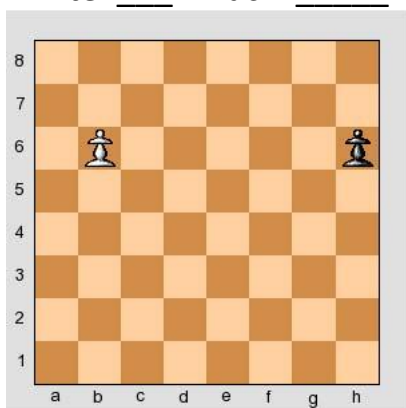
Write down the names of the squares where the white pawn and black pawn are sitting.



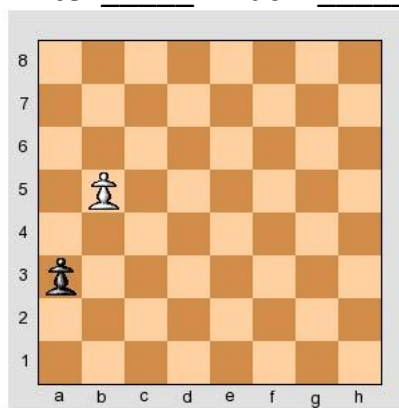
White: ____ Black: ____



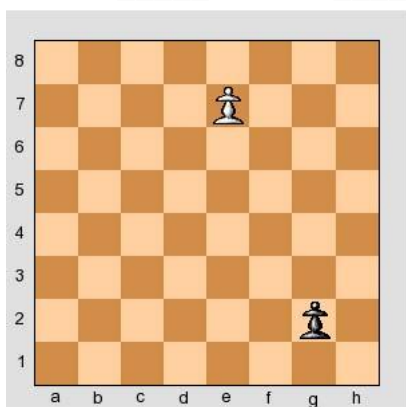
White: ____ Black: ____



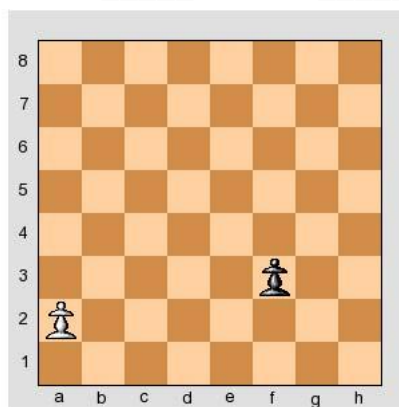
White: ____ Black: ____



White: ____ Black: ____



White: ____ Black: ____

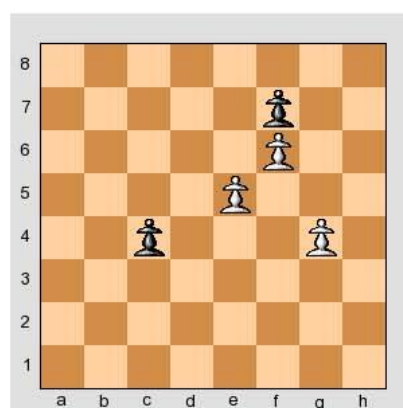
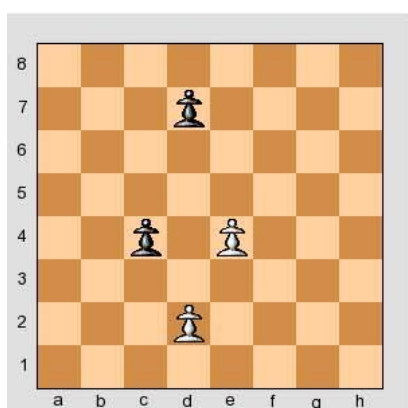
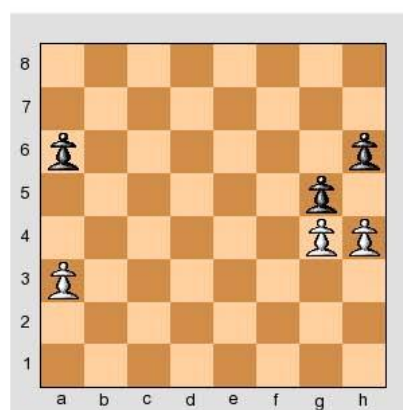
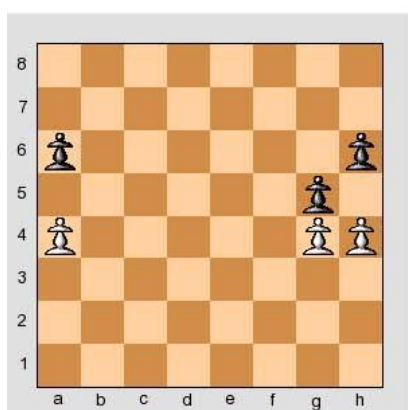
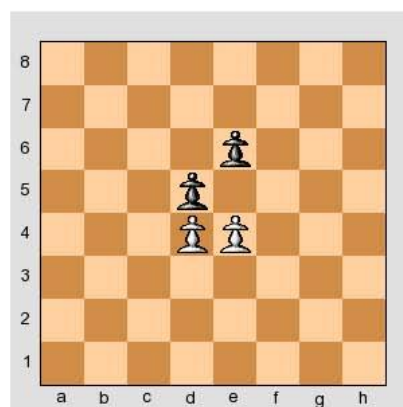
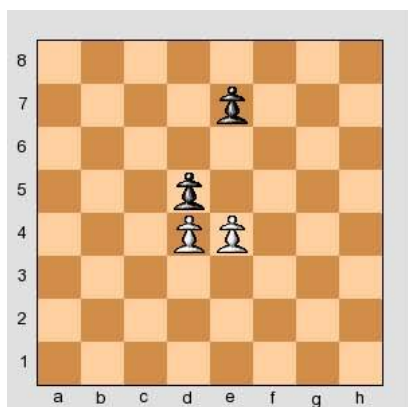


White: ____ Black: ____

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CSC Core Lesson 2 Worksheet

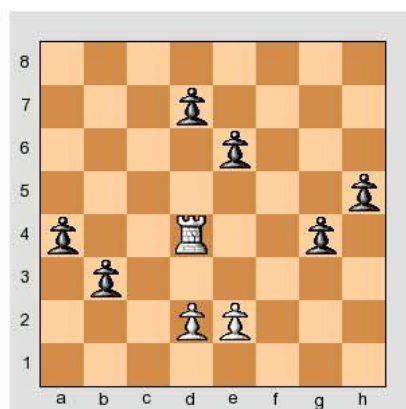
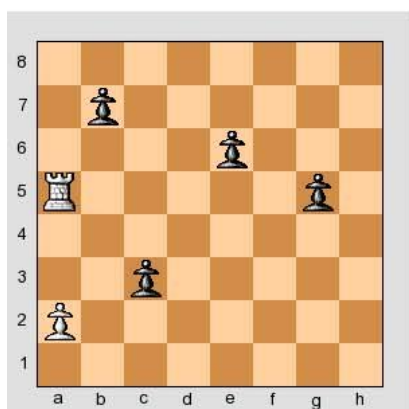
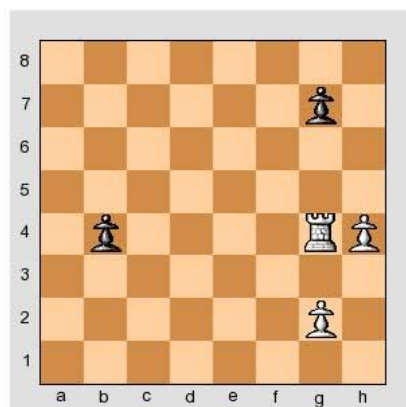
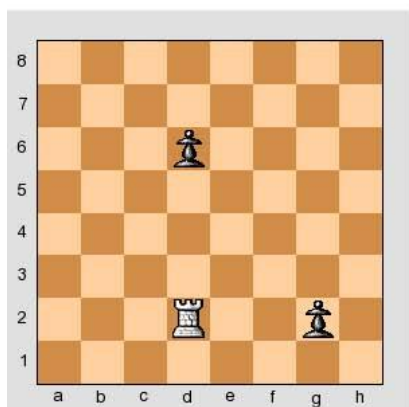
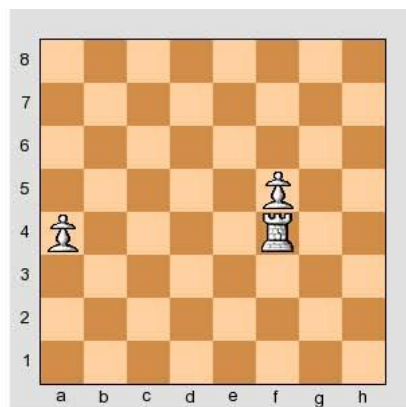
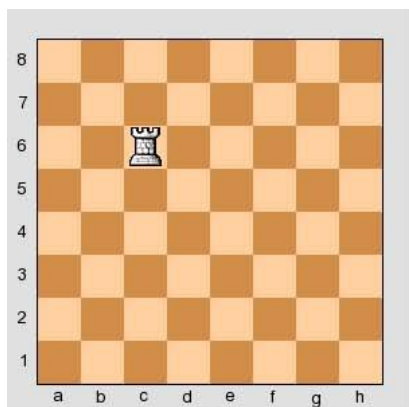
In each diagram, you are White in a game of CAPTURE THE FLAG. Draw an arrow to show the move you should play to win the game.



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CSC Core Lesson 3 Worksheet

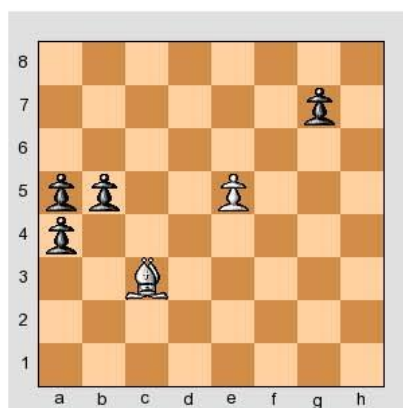
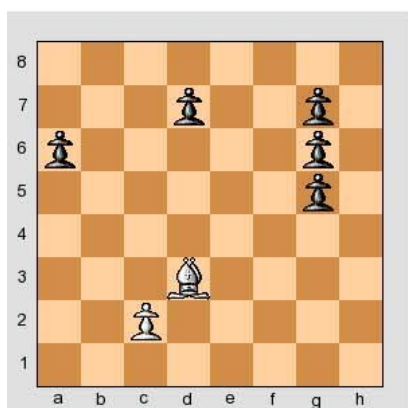
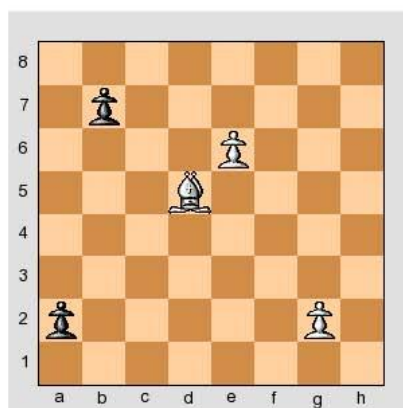
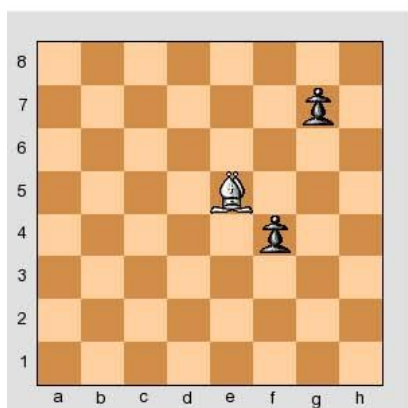
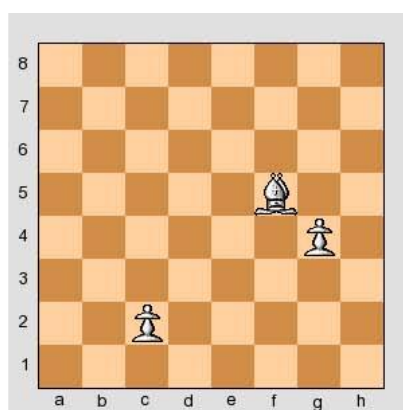
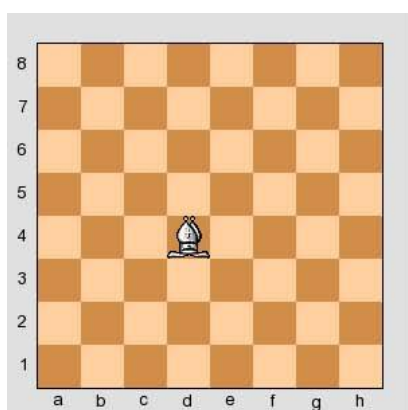
Use a coloured pencil to colour in the squares that the white rook can move to. Circle the pawns that the white rook can capture.



CSC Curriculum – Term One Lesson Worksheets

CSC Core Lesson 4 Worksheet

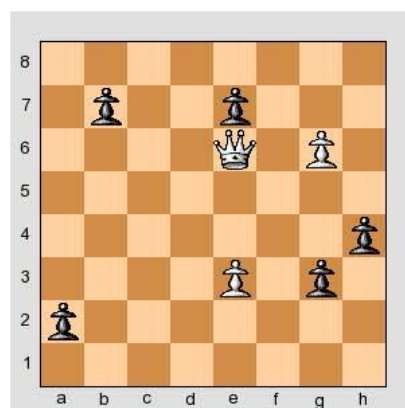
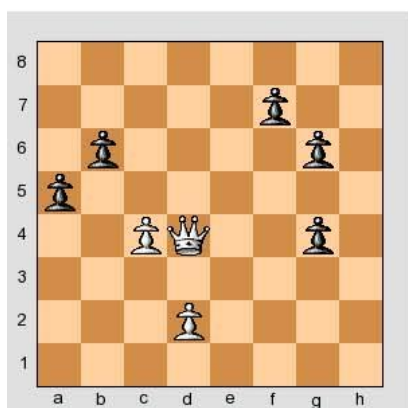
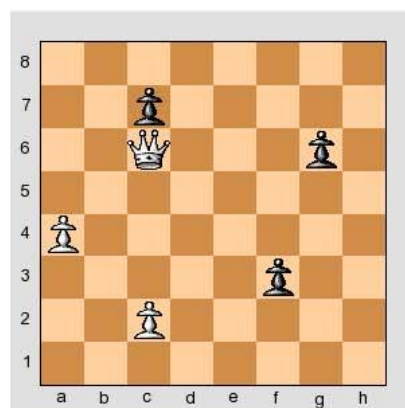
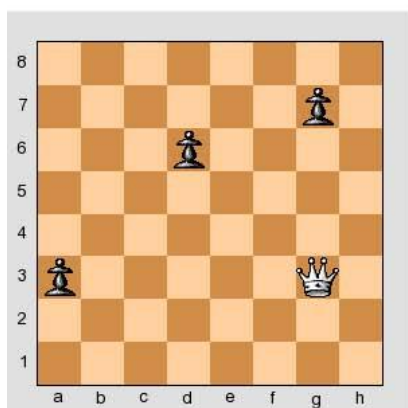
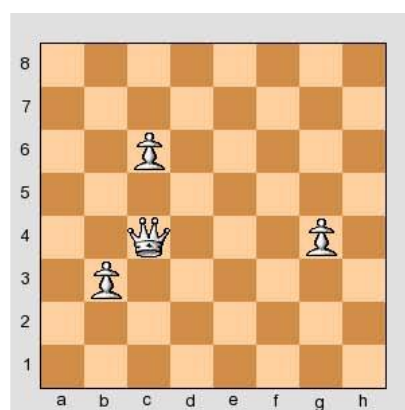
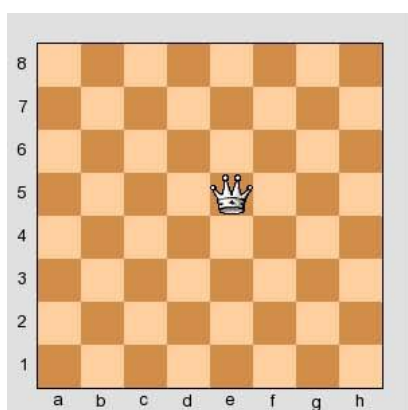
Use a coloured pencil to colour in the squares that the white bishop can move to. Circle the pawns that the white bishop can capture.



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CSC Core Lesson 5 Worksheet

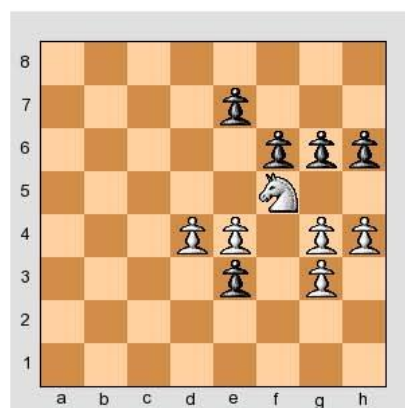
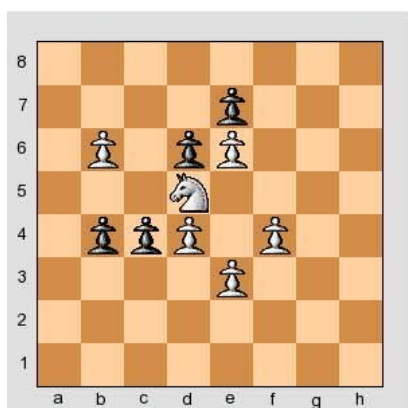
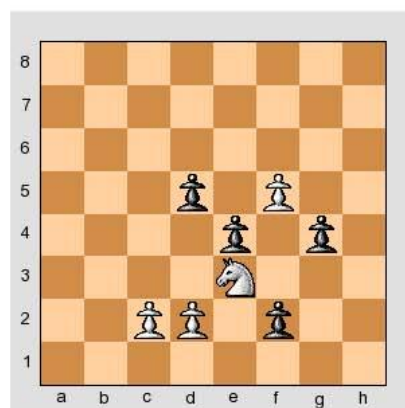
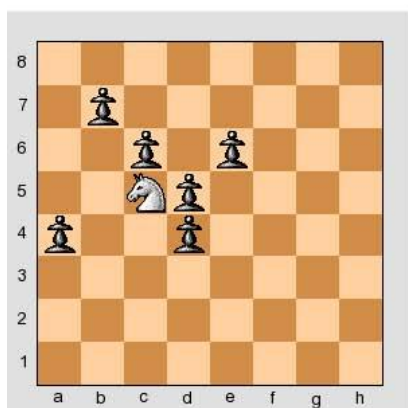
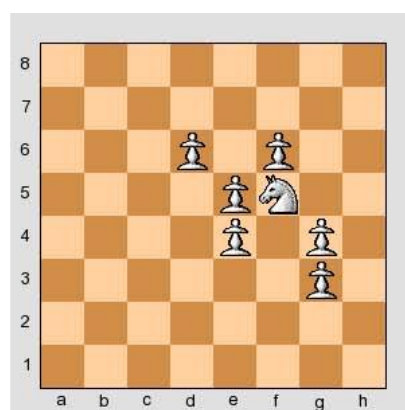
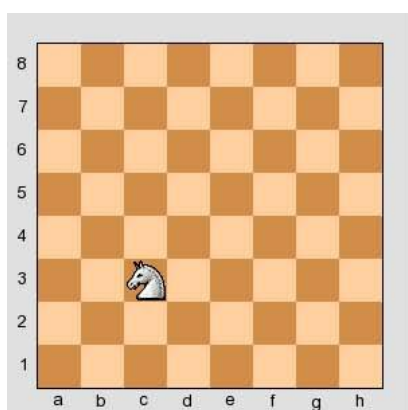
Use a coloured pencil to colour in the squares that the white queen can move to. Circle the pawns that the white queen can capture.



CSC Curriculum – Term One Lesson Worksheets

CSC Core Lesson 6 Worksheet

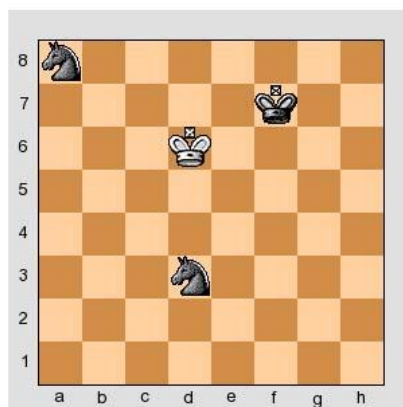
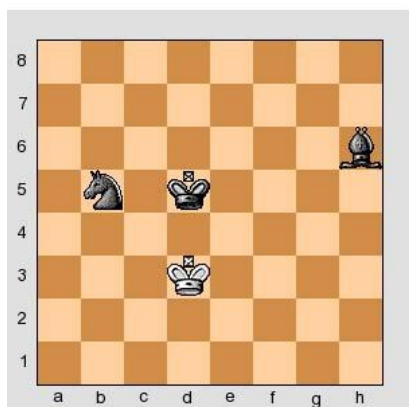
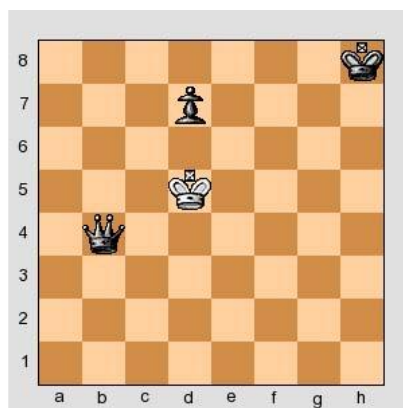
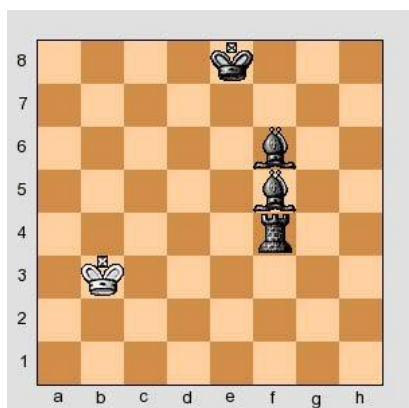
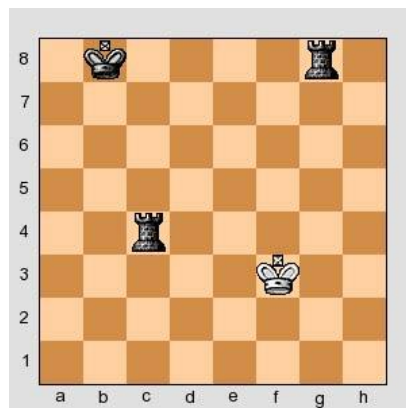
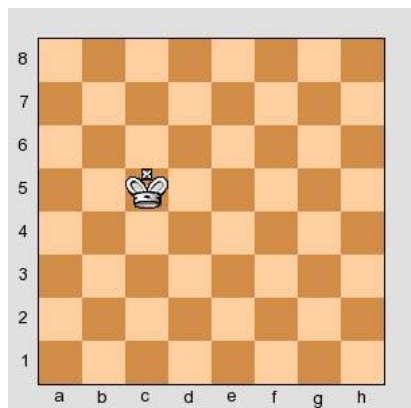
Use a coloured pencil to colour in the squares that the white knight can move to. Circle the pawns that the white knight can capture.



CSC Curriculum – Term One Lesson Worksheets

CSC Core Lesson 7 Worksheet (A)

Use a coloured pencil to colour in the squares that the white king can move to.

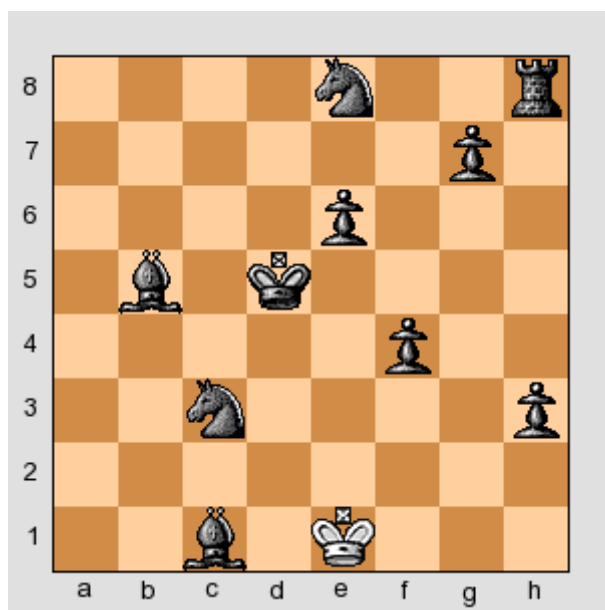


CSC Curriculum – Term One Lesson Worksheets

CSC Core Lesson 7 Worksheet (B)

The White King has to reach b8 in 10 moves.

How can he do it?



Write the names of the squares the king must visit below.

1_____

2_____

3 _____

4 _____

5 _____

6_____

7

8

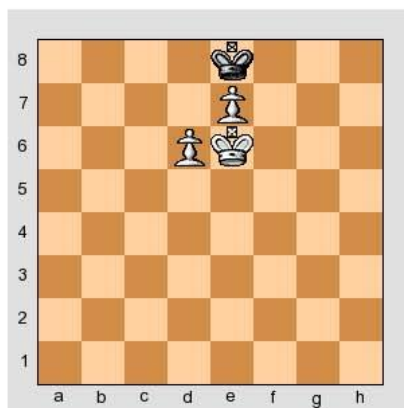
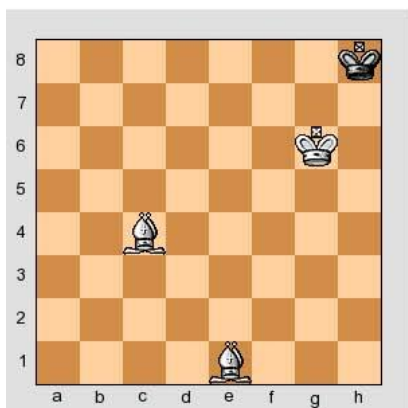
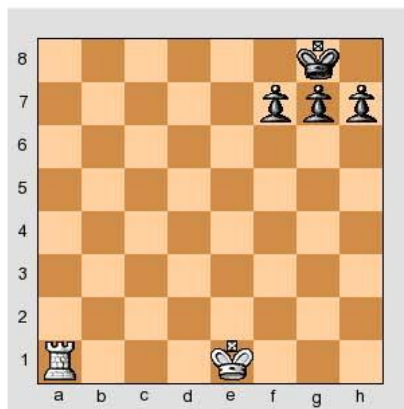
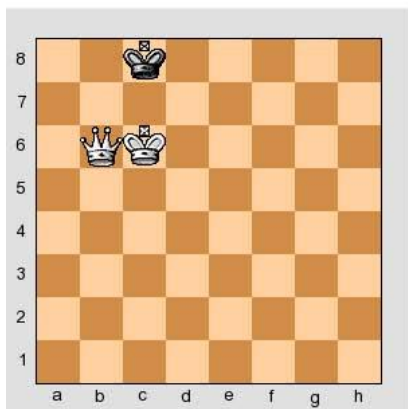
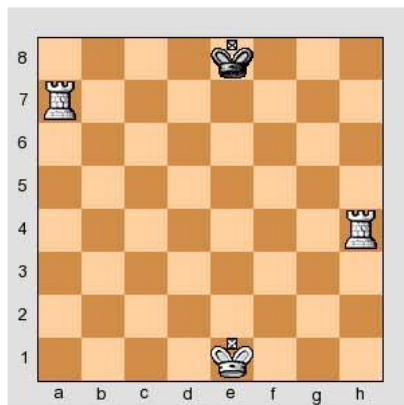
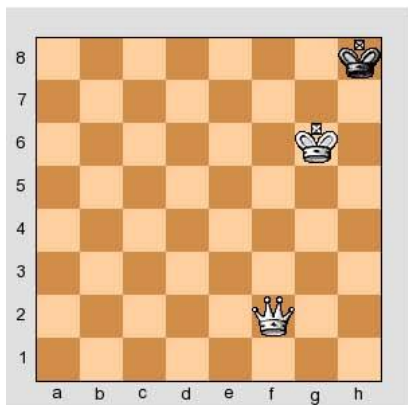
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10

CSC Curriculum – Term One Lesson Worksheets

CSC Core Lesson 8 Worksheet (A)

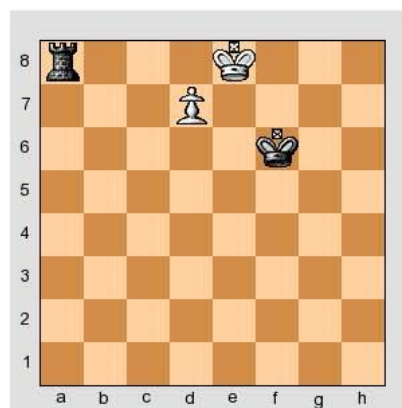
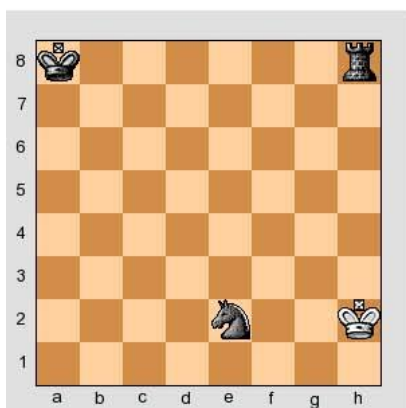
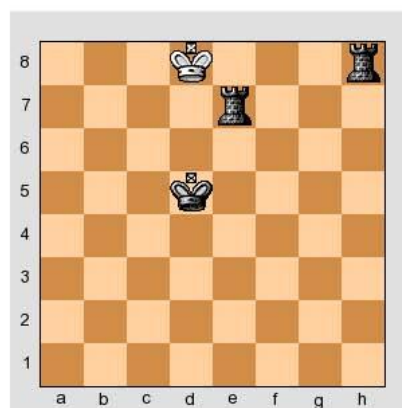
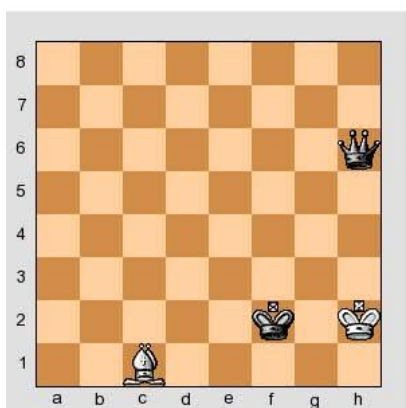
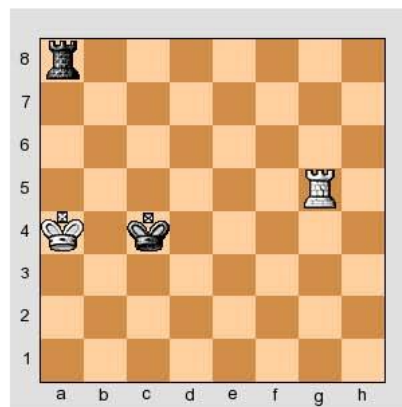
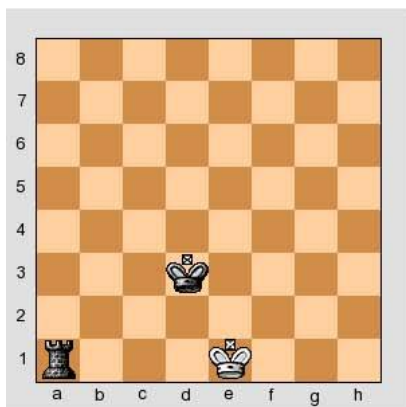
Draw an arrow on the board to show the move that White must play to get CHECKMATE.



CSC Curriculum – Term One Lesson Worksheets

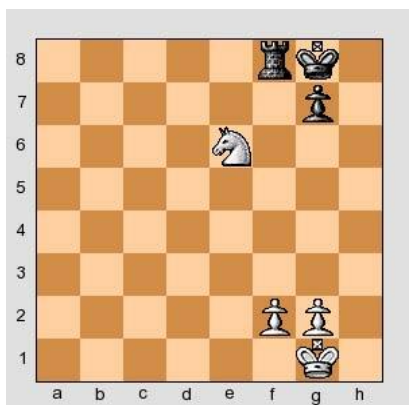
CSC Core Lesson 8 Worksheet (B)

Draw an arrow on the board to show the move that White must play to get out of check.

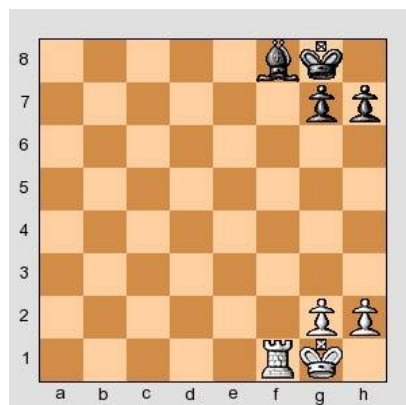


CSC Curriculum – Term One Lesson Worksheets

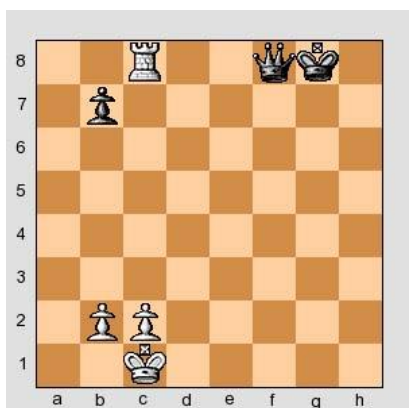
CSC Core Lesson 10 Worksheet



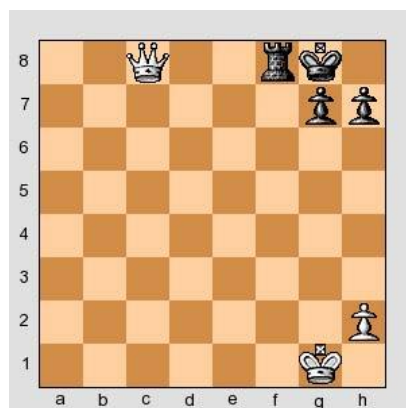
Is it a good idea for the white knight to capture the black rook?
Yes/No



Is it a good idea for the white rook to capture the black bishop?
Yes/No



Is it a good idea for the white rook to capture the black queen?
Yes/No



Is it a good idea for the white queen to capture the black rook?
Yes/No

CSC Curriculum – Term Two Lesson Plans

Core Lesson 11: Stalemate

Learning Objectives

To learn and understand the concept of stalemate

Prior knowledge

Reading skills, understanding the moves of all the pieces, including check and checkmate.

Equipment

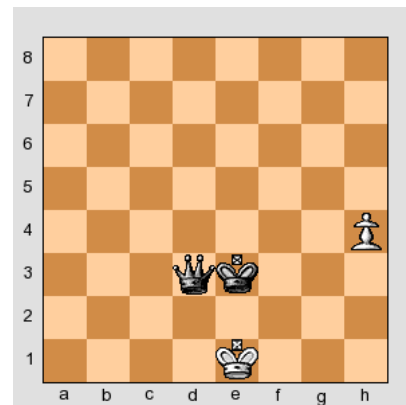
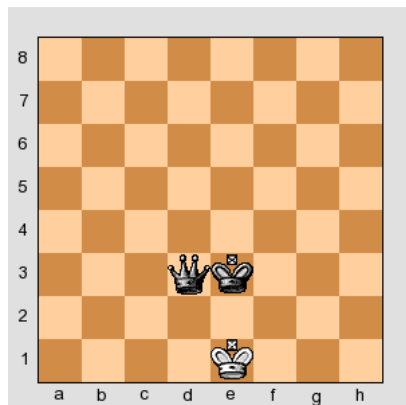
As in lesson one

Starter

Recap the previous lesson by asking children the values of the pieces. Then explain that they will remember that you can finish a game by checkmate. Ask the children to define check and checkmate to ensure that they have remembered them. Explain that, like football, a game of chess can result in a win for one side or a draw. We're going to look today at one way in which a game of chess can end in a draw.

Explanation

Set up the position on the left below on the demo board, and ask the children to set up the same position on their boards. Ensure that they all have the position set up correctly.



Explain that it's White's move in this position. First of all, ask the pupils whether or not he is in check in this position. Some of them may still not have grasped the concept and answer that he is, but explain that he is NOT in check because no black piece could, in theory, capture him in this position. Next, ask the pupils what moves White could make in this position. They should be able to tell you that he cannot move anywhere because he would, in theory again, be captured by an enemy piece on any adjacent square. Now explain that, in the Capture the Flag games, if you couldn't move anywhere you would lose the game, but in real chess games, if you can't move anywhere the game is a draw. No one wins and no one loses. A position like this is called STALEMATE. We say that Black has STALEMATED White. Now add a white pawn on h4, as in the diagram on the right, and ask the pupils to do the same thing on their boards. Explain that this position is NOT stalemate. White cannot move his king, but he can – and must – move his pawn from h4 to h5. Stalemate means you cannot move ANY of your pieces, not just the king.

CSC Curriculum – Term Two Lesson Plans

Activities

Start by explaining that children will be completing worksheets to confirm that they understand and can differentiate between check, checkmate and stalemate. They will have to say whether the positions on the worksheets are check, checkmate, stalemate or none of them. When they have answered all the worksheet questions correctly they can play a game. Reinforce the values of the pieces and the importance of trying to get a stronger army than your opponent. As in the previous lesson, encourage children to count the points they've captured and see who is ahead. As you go round ask the children what the last move was, why they played it, what other moves they considered and what they think their opponent will do next.

Plenary

Start by asking pupils to define check, checkmate and stalemate. Give different children the chance to define them in different ways. Then return to the position on the right above, which should still be on the demo board. If you like, get the pupils to set it up on their boards as well. Explain that it's White's move and he must move the pawn from h4 to h5, and play this move on the board. Now ask the pupils to suggest what Black should play. There are two checkmates here: moving the queen to e2 or to b1. These are very similar to the checkmates in Core Lesson 8 so the students should be able to find both checkmates. It's worth mentioning two things here: Stalemate is just one sort of draw, not another word for a draw. They will learn other ways to draw a game of chess in later lessons. Secondly, although it's important to learn about stalemate, it doesn't happen very often. Most games will end in checkmate, or they will end in a draw because there are not enough pieces left to get checkmate. That is another sort of draw that they will learn about later.

Assessment criteria

Understanding of stalemate and to be able to differentiate between check, checkmate and stalemate: assessed by successful completion of worksheets. Continuing observation of standard of play, noticing chances to win pieces, recognizing checks and checkmates and understanding their significance.

Vocabulary used

STALEMATE

CSC Curriculum – Term Two Lesson Plans

Core Lesson 12: Castling

Learning Objectives

To learn and understand the rules of castling, how you castle and when you cannot castle

Prior knowledge

Reading skills, understanding the moves of all the pieces, including check and checkmate, understanding the concept of pieces 'controlling' squares.

Equipment

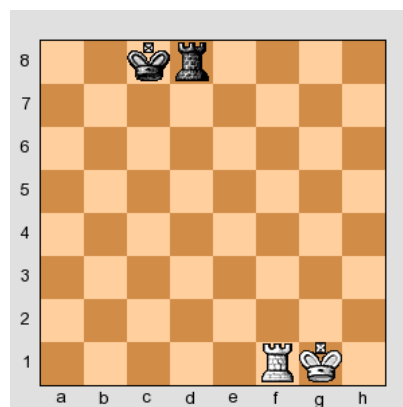
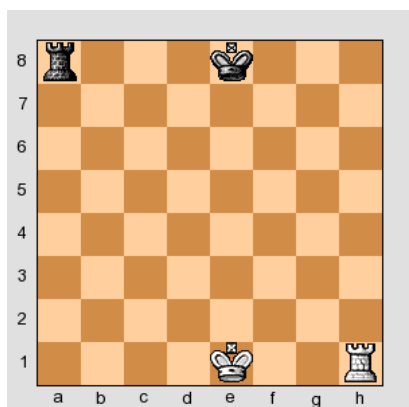
As in lesson one

Starter

Recap the previous lesson by asking children to define check, checkmate and stalemate. Ensure the definitions are accurate. Now explain that you win a game of chess by getting checkmate. It's important that you keep your own king safe from attack, and there's a special rule which will help you to do that. It's also one of the hardest rules of chess to understand, but it's important and something that most players like to do in every game.

Explanation

Explain that this special move is called CASTLING. CASTLING is the only time in chess where you move two pieces at the same time. Now explain, pointing at the demo board, that we can divide the chessboard vertically into two halves: the a, b, c and d files which is the QUEENSIDE and the e, f, g and h files which is the KINGSIDE. When you castle you move the king and rook at the same time. Set up the position on the left below, and ask the pupils to do the same. Check that they have the position correct.



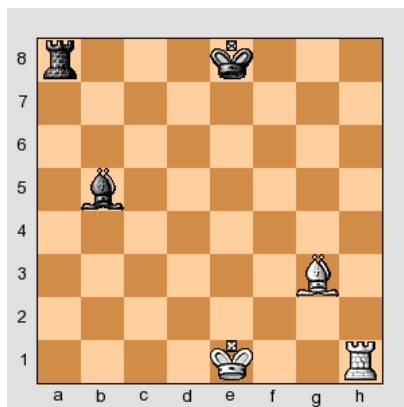
Explain that when you castle you move your king two squares towards the rook. Then, in the same move, the rook jumps over the king to the next square. Demonstrate this by moving the white king to g1 and then the white rook to f1. Explain what you are doing as you play the move and ask the pupils to do the same thing. Tell them that White has castled on the kingside. Now, again explaining as you go along, move the black king from e8 to c8 and the black rook from a8 to d8. Explain that when you castle on the queenside your king is nearer the centre, and when you castle on the kingside your king is nearer the corner. Ask the pupils to do the same thing. Check that they all have the correct position on their boards. This will be the position on the right above.

Now explain that we have come to the hard bit. There are rules about when you can and cannot castle.

1. You cannot castle if you've already moved the king or the rook
2. You cannot castle if you are in check at the time
3. You cannot castle if you are moving into check
4. You cannot castle if your king crosses a square which is controlled by an enemy piece

CSC Curriculum – Term Two Lesson Plans

Set up the position below on the demo board and ask the pupils to do the same thing. Explain that White CANNOT castle because his king would cross the f1 square, which is controlled by the black bishop. Make sure the pupils all understand the concept of controlling squares. But the black king CAN castle even though the rook crosses a square controlled by the white bishop.



Activities

Start by explaining that children will be completing worksheets to confirm that they understand all the rules of castling. When these have been completed, the students will play full chess games. Ask the children to try to castle early on in their games. As you go round, if they haven't castled yet ask them what moves they need to play to be able to castle quickly. They will need to move a pawn, a knight, a bishop, and, for the queenside, the queen as well. You may need to remind them that it's not a good idea to play any other king move because then they won't be able to castle.

Plenary

First of all, ask the children to raise their hands if they castled in their games this lesson. Then return to the demo board using the first diagram above and ask some of the children to come up and demonstrate castling for White or for Black. Ensure that they all give the right answer. If there's time, add other pieces and ask the class whether or not castling is possible in the position.

Assessment criteria

Understanding of how to castle correctly, and the rules concerning when you can and cannot castle through completion of worksheets and through observation of games.

Vocabulary used

CASTLING, CASTLE(S)

CSC Curriculum – Term Two Lesson Plans

Core Lesson 13: En Passant

Learning Objectives

To learn and understand the en passant rule in chess

Prior knowledge

Reading skills and understanding the moves of all the pieces.

Equipment

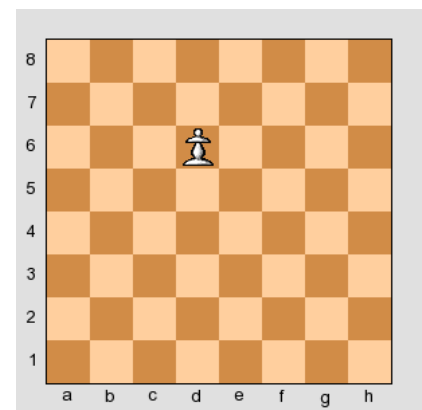
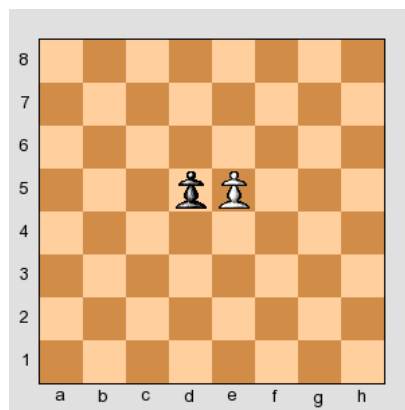
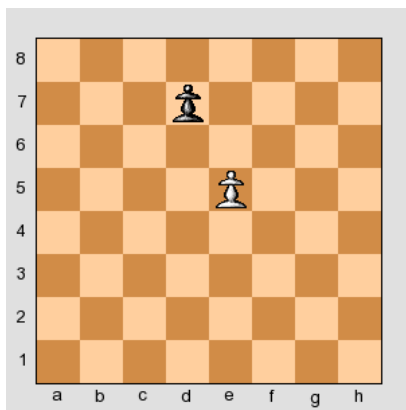
As in lesson one.

Starter

Start by recapping the rules of castling kingside and queenside from the last lesson. Now tell the class that there are still a few more rules they need to learn before they really know how to play chess. Today, they're going to learn about a special rule which is hard to understand and doesn't happen very often, but which is very important because remembering or forgetting it can make the difference between winning and losing a game. It is a special sort of pawn capture and it's called EN PASSANT (write this on the board: note pronounced in the French way).

Explanation

Set up the position on the left below on the demo board. Ensure that all the children have set up the same position on their boards. Then explain that a long time ago pawns could only move one square at a time. More than 500 years ago, the rules of chess changed to what they are now. One of the changes was that pawns were now allowed to move two squares on their first move. But this was really making two moves in a row, and the pawns on the other side thought it unfair that they could escape capture in that way. So we have the EN PASSANT rule. Explain that this is French for IN PASSING, which will help them understand and remember the rule.



Explain that when White makes an EN PASSANT capture he must have a pawn on his 5th rank – that is the rank numbered 5. Black must have a pawn that hasn't moved on the next file. In this position, if Black moves his pawn from d7 to d5 (play the move to reach the centre diagram) White can capture the pawn as it passes the d6 square. Again play the move, and explain that the white pawn moves to d6 and the black pawn is removed from the board. Now explain that Black can do the same thing. Replace the black pawn on e4 and the white pawn on d2. Explain that Black's 5th rank is the rank numbered 4: the 5th rank from his end of the board. Demonstrate the capture again by moving the white pawn from d2 to d4 and making the capture with the black pawn on e4 moving to d3.

Explain that you can only play this move IMMEDIATELY after your opponent has moved his pawn two squares. You CANNOT make an EN PASSANT capture if your opponent's pawn had been there before the last move.

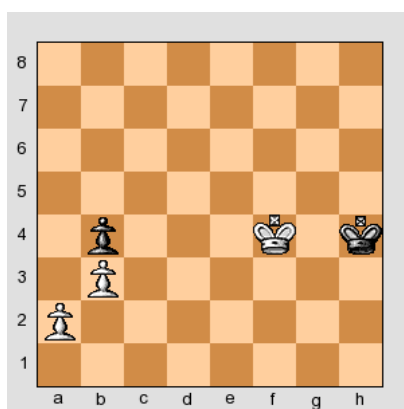
CSC Curriculum – Term Two Lesson Plans

Activities

Start by explaining that they will be completing worksheets to confirm that they understand the en passant rule. When they are playing, ask them to look out for opportunities to make an en passant capture. Perhaps you could offer a small reward for anyone who makes an en passant capture successfully. As always, continue to go round the games in progress asking questions about their choice of moves.

Plenary

First of all, ask the children to raise their hands if they made an en passant capture during the game. Probably very few will have done so as the opportunity doesn't occur very often. But explain that they do need to remember it so you will be asking them regularly to explain it. If you have time, set up the position below on the demo board.



Explain that it's White's move in this position. Demonstrate that White can win by using his king to capture the black pawn and then promote his pawns. But instead, if White moves his pawn from a2 to a4 he will lose the game as long as Black remembers the en passant rule. Black will be able to capture the pawn en passant and promote his pawn first. They might not understand yet why he will win the game: this is something they will learn in a later lesson.

Assessment criteria

Understanding of the en passant rule by successful completion of worksheets, and, if possible, by demonstrating the en passant capture in their games.

Vocabulary used

EN PASSANT

CSC Curriculum – Term Two Lesson Plans

Core Lesson 14: Other ways to draw

Learning Objectives

To learn and understand the concept of insufficient mating material and other ways to draw a game of chess.

Prior knowledge

Reading skills, understanding the moves of all the pieces, check, checkmate, stalemate.

Equipment

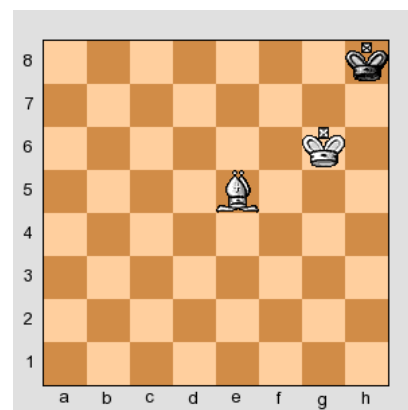
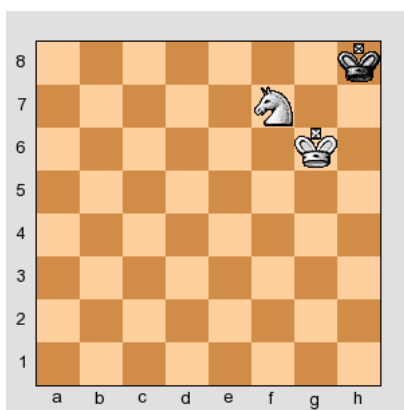
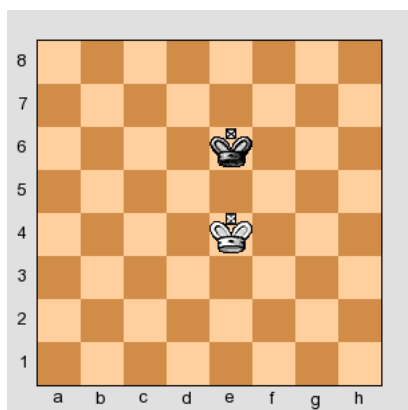
As in lesson one

Starter

Start by recapping the en passant rule and asking children to come up and explain it with an example on the demo board. Then explain that two lessons ago they learnt about stalemate. Ask children to explain stalemate and perhaps demonstrate an example on the demo board. Tell them that stalemate is only one way to draw a game. In this lesson we're going to look at other ways to draw a game.

Explanation

Start by telling the pupils that this is the last lesson, at least for the moment, in which they will be looking at the rules of how to play chess. After this lesson we'll be looking at the rules of how to play GOOD chess. If two players play equally well, neither player makes a mistake that loses points, and they trade off all the pieces they might reach a position like this. Set up the position on the left on the demo board.



Ask the children what they think is happening in this position. Is it possible for either White or Black to get checkmate? They should answer that checkmate is not possible. Explain that if you reach a position like this you stop play and call it a draw. Now explain that the same thing happens if you end up with king and knight against king. Set up the position in the centre to demonstrate that checkmate is not possible so again you call it a draw. Then set up the position on the right to demonstrate that the same thing happens with king and bishop against king. Explain that this is sometimes called a draw because of INSUFFICIENT MATERIAL. That means that neither player has enough pieces left to win the game.

Explain that it's possible to get checkmate with king and queen against king (easy) and king and rook against king (quite easy). Both of these happen quite often and they will learn them later on. King and two bishops against king is a bit harder, and king, bishop and knight against king is much harder still, but these don't happen very often. King and two knights can only get checkmate if the player with the lone king makes a mistake so you could also call this a draw if you want. With king and pawn against king, though, you play on, because the pawn might get to the end of the board and get promoted to a queen.

CSC Curriculum – Term Two Lesson Plans

Activities

There is no worksheet for this lesson but it might be a good idea to revert to the check/checkmate/stalemate worksheets as it's important that pupils have a clear understanding of these concepts. Again, as the pupils play their games, go round asking the usual questions. They should by now be developing a better sight of the board and be less likely to make moves that lose pieces.

Plenary

At the end of the playing session, ask the children who are still playing to leave the pieces as they are for the moment rather than putting them away. Ask them what they think should happen if you don't have time to finish the game. They will make various suggestions about agreeing a result or finishing some other time. Ask the players with unfinished games if any of them think the position is about equal. If so, you might suggest that they agree a draw. Tell them that another way to draw a game is by AGREEMENT. The players agree that the game is equal and decide to call it a draw. This is a third way to draw a game, after stalemate and insufficient material. If one player thinks he's definitely going to lose the game he can RESIGN. This means giving up and accepting that your opponent has won. (At present children should be encouraged, as long as there is time, to play games out to the finish rather than agreeing draws or resigning. These should only be allowed at the end of the session.) Now explain that there are two things you can do if you can't agree on a result. The first thing is that you can ask your teacher who is winning. To do this is to ADJUDICATE the game, it's an ADJUDICATION. (You might like to use the UK Chess Challenge rule: you win if you're 3 or more points ahead, otherwise it's a draw. An experienced teacher might prefer to use his/her discretion.) Alternatively, you could write down the position (there are several ways of doing this) and continue some other time. If you do this you ADJOURN the game, it's an ADJOURNMENT. You might like to explain that there are a few other ways to draw or win a game, but you don't need to know about these until you're ready to start playing in tournaments.

Assessment criteria

Understanding of the concept of drawing by insufficient material and knowing which positions are automatic draws by this rule.

Vocabulary used

INSUFFICIENT, MATERIAL, RESIGN, ADJUDICATE/ADJUDICATION, ADJOURN/ADJOURNMENT

CSC Curriculum – Term Two Lesson Plans

Core Lesson 15: Starting the game

Learning Objectives

To learn and understand the basic principles of opening play and to be able to use these principles in starting their own games.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

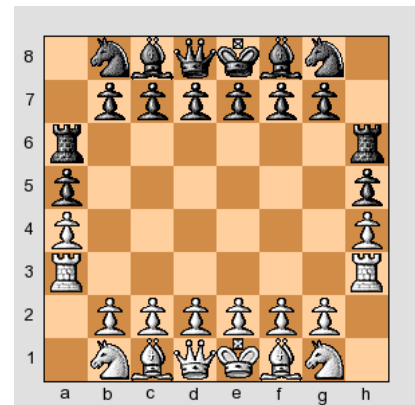
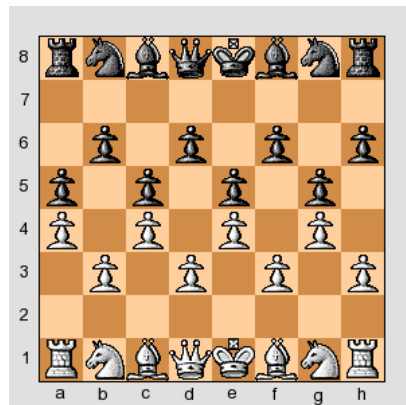
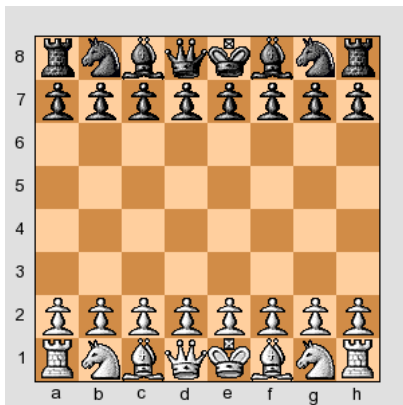
As in lesson one

Starter

Start by asking children about how you win a game of chess (checkmate) and about ways of drawing a game of chess (stalemate, insufficient material). Now explain that they have finally learnt almost all the rules of chess. There are a few more things they need to know if they want to start playing in tournaments but they will learn this as they go along. Some children may know about the 'touch and move' rule. It's best not to be too strict about this at this point, but it's not a bad idea for them to know that it exists. Explain that at the moment the games they're playing are friendly games, but it's a good idea to stick to the 'touch and move' rule yourself even if your opponent doesn't. Explain that in this lesson they're going to find out about the best ways to start a game of chess.

Explanation

Start by setting up the starting position (below left) and ask the children to do the same thing on their boards. Ask the children if they can work out how many different moves White could play in the starting position. They should be able to work out that each pawn has two possible moves and each knight also has two possible moves, so that's 20 moves in total. In reply to each of these moves Black also has 20 possible moves so there are 400 possible positions after the first move by each side.



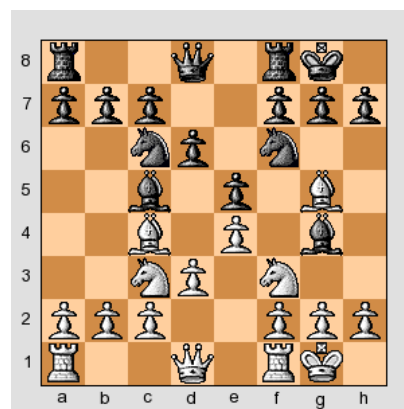
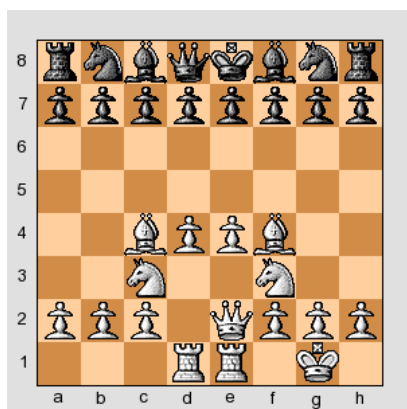
Continue by saying that none of these moves will either win or lose the game for you, but that some of them are better than others. There are some opening plans used by beginners that are not very good. Some children like to make pretty patterns with their pawns (demonstrate centre diagram). This is NOT a good idea. Others see their rooks hiding in the corner and decide they should get them out quickly (demonstrate diagram on the right). This is also NOT a good idea.

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At the start of the game we try to do three things:

1. We try to control the centre of the board (d4, e4, d5, e5) by moving a pawn into the middle.
2. We bring out (DEVELOP) our knights and bishops where they help control the centre of the board.
3. We make sure our king is safe, usually by CASTLING. At the same time, even more important than this is to make sure that our army is at least as big and strong as our opponent's army.

The diagram on the left shows an ideal position for White after the opening. But Black is going to try to stop you doing this so more often you'll get something like the position on the right. Both players have placed pawns in the centre, brought out their knights and bishops, and castled.



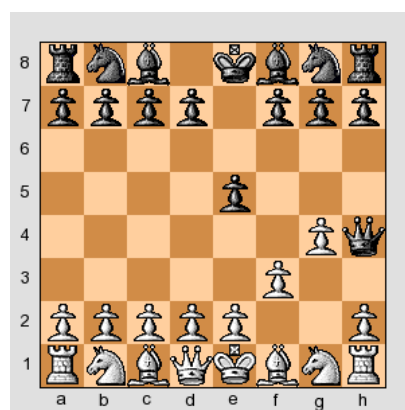
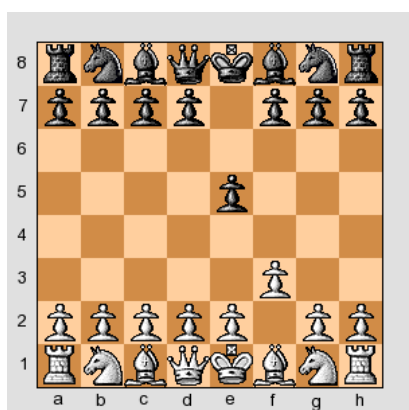
Activities

Children will start by completing a worksheet to demonstrate that they have understood basic opening principles. While the students play their games, go round and watch the opening of as many games as possible, talking to the players about why they played their moves and whether they were following the advice on how to play the opening.

Plenary

At the end of the playing session, tell them that at the start of the game it's important to play the way you've been taught rather than try to make things up for yourself. They are now going to see what might happen if you don't play in the way you've been taught. From the starting position, move the white pawn from f2 to f3. If there's time, ask the students what they think of this move. There are several reasons why it's not good: not controlling the centre, not helping development, occupying a square which should be used by the knight, opening the e1-h4 diagonal towards the white king. Now move the black pawn from e7 to e5, giving the diagram on the left. Ask or explain why this is a good move. Again, there are several answers: it occupies and controls the centre, and opens up lines for the queen and bishop to come out. Now play the white pawn from g2 to g4 and explain that this is a really bad move. Ask if they can find the best move for Black in this position. The answer is that Black can checkmate White by moving the queen from d8 to h4. Play the move, reaching the diagram on the right, and demonstrate that it is indeed checkmate.

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Explain that this is called FOOL'S MATE and is the quickest way to get checkmate. But only a fool would play like White did in this game. It's usually not a good idea to bring the queen out early on because it can be chased round the board by other pieces, but because it's so powerful you can sometimes use it to score a quick win.

Assessment criteria

Understanding the three basic opening principles (centre control, development, king safety) by completing the worksheet successfully and demonstrating that they can follow the principles in their games.

Vocabulary used

DEVELOP, DEVELOPMENT, FOOL'S MATE

CSC Curriculum – Term Two Lesson Plans

Core Lesson 16: Back rank mates

Learning Objectives

To learn and understand the back rank checkmate with queen or rook and to be able to solve simple checkmate puzzles using this checkmate.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

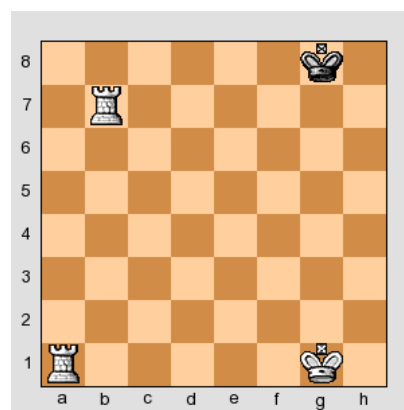
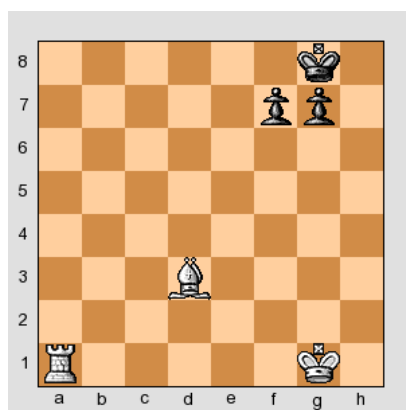
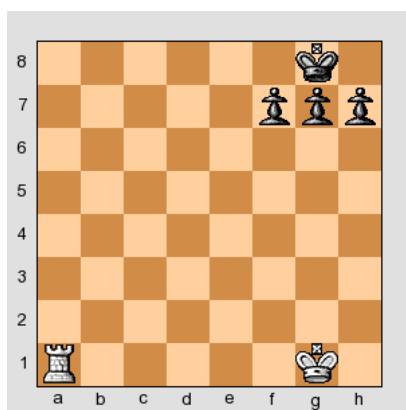
As in lesson one

Starter

Start by asking children to repeat the three things they're trying to do at the start of the game, which they should have remembered from the previous lesson. Emphasise again the idea that the bigger and stronger army wins the game, and they must try to make sure that their army is stronger than their opponent's army. Continue by saying that, as well as knowing how to start a game we need to know how to finish a game. You win a game by getting checkmate so it will help if you learn some typical checkmate positions.

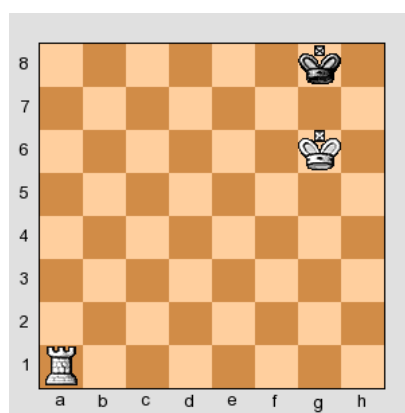
Explanation

Start by saying that there are thousands of different checkmate positions and it isn't possible to learn them all, but there are some types that happen regularly. In this lesson we're going to look at a checkmate called the BACK RANK MATE. We might also call this the GUILLOTINE. Explain that Black's back rank is the rank numbered 8 and White's back rank is the rank numbered 1. Point out that some of these checkmates can also happen with the enemy king on the a or h file. What happens is that the enemy king is on the side of the board and your queen or rook comes down the board to deliver checkmate and chop the king's head off.



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Set up the position on the left on the demo board and ask the pupils to set it up on their boards as well. Ask if anyone can see how White can get checkmate and choose a volunteer to play the move on the board. They should see that moving the rook from a1 to a8 is checkmate. Explain that in this position the black king cannot escape because his pawns are in the way. Also explain that this checkmate works just as well with a queen instead of a rook. Now set up the middle position and ask the pupils to do the same. Again, ask for a volunteer to play the checkmate move on the board. Explain that the h-pawn is no longer on the board and ask why the black king cannot move to h7 (because that square is controlled by the bishop on d3). Finally remove the bishop and pawns, and add the rook on b7 to reach the diagram on the right. Again ask for a volunteer to demonstrate the checkmate on the board. Ask why it's not checkmate if White moves the rook from b7 to b8 (the king can escape to f7, g7 or h7). Finally, set up the position on the next page and again ask for a volunteer to demonstrate the checkmate. Ask why the black king cannot move to f7, g7 or h7 (because of the white king). Remind the pupils that two kings can never stand next to each other.

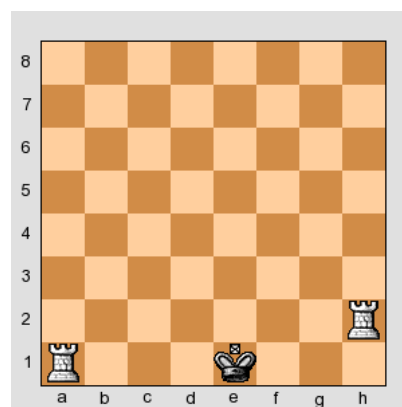
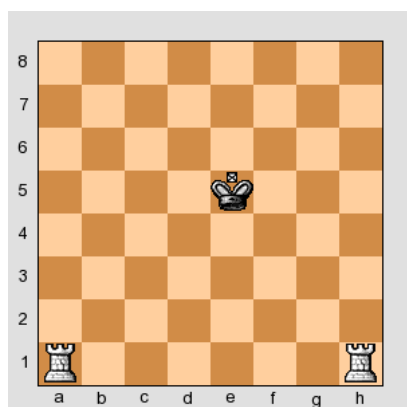


Activities

Children will start by completing worksheets to demonstrate that they have understood the back rank mate. Whilst the students play their games, as in the last lesson, go round and watch the opening of as many games as possible, talking to the players about why they played their moves and whether they were following the advice on how to play the opening from the previous lesson. As the games develop, watch to see if there is an opportunity for a back rank mate in any of the games. When each game finishes, look at the checkmate, ensure that it really is checkmate and ask the players why the king cannot move to all the adjacent squares.

Plenary

At the end of the session explain that you are going to show them something they will learn in more detail in a later lesson. Set up the position on the left below (you don't need a white king for this).



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Explain that we're going to see how two rooks can work together as a team to checkmate the black king. Start by moving the white rook to a5, explaining that this is check. Move the black king to e4, and the white rook to h4, explaining that the black king cannot move back up the board because of the other rook. Next: black king to e3, white rook to a3, black king to e2, white rook to h2, black king to e1 and finally white rook to a1. This will give you the position on the right, which is checkmate. Explain how the rooks took it in turns to check the king and, if there's time, ask for volunteers to play the white pieces and repeat the moves you've just shown on the board. You might want to add, if no one mentions it, that black can make it harder by moving his king towards one of the rooks, and that they'll learn more about this in a later lesson.

Assessment criteria

Understanding the back rank mate by successful completion of worksheets and by being able to play a back rank mate in their own games.

Vocabulary used

BACK RANK, GUILLOTINE

CSC Curriculum – Term Two Lesson Plans

Core Lesson 17: Queen mates

Learning Objectives

To learn and understand the back rank checkmate with a queen or rook and to be able to solve simple checkmate puzzles using this checkmate.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

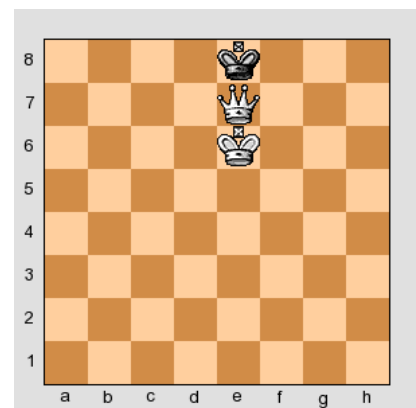
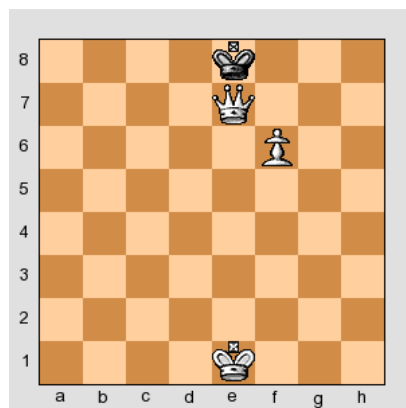
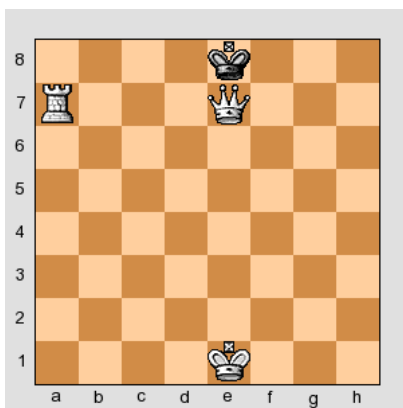
As in lesson one

Starter

Start by asking for volunteers to demonstrate back rank mates on the demo board. Now explain that we're going to look at a different sort of checkmate which is also very common. Ask the pupils what the most powerful piece on the board is. They should tell you that the queen is the most powerful piece. Tell them that for this reason the queen is the piece that most often gives checkmate. Explain that while both queens and rooks can give a back rank mate, the checkmate we're going to look at today is almost always done with the queen.

Explanation

Set up the position on the left below in the following order: White king, then black king, then white queen. At this point observe that the white queen controls all the squares round the black king. But at the moment the black king could capture the white queen. Now explain that if the white queen is defended it will be checkmate, and add the white rook. Demonstrate that this is checkmate: the rook is defending the queen, which in turn is stopping the black king from moving anywhere else. Now move the white queen to f7 and ask whether this is checkmate. They should notice that the king can now move to d8. Move the queen to d7 and ask the same question again. This time the king can move to f8. Return the king to e8 and explain that this is sometimes called the KISS OF DEATH. The white queen is kissing (on the next square to) the black king.

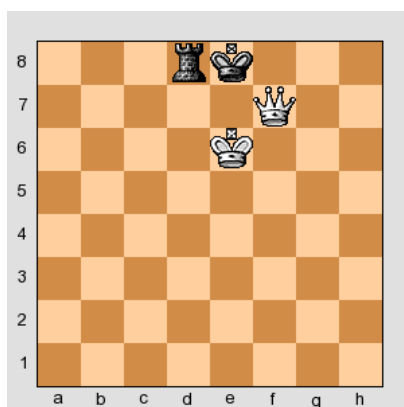


Now explain that the piece defending the queen doesn't have to be a rook. Set up the middle diagram and explain that in this position the pawn is defending the queen. Now set up the position on the right and explain that here the white king is defending the queen. Demonstrate that it's still checkmate if you move the king to d6 or f6. Then explain to the class that if you end up with a king and a queen and your opponent only has a king you can get checkmate either with the kiss of death, like this, or with the guillotine as in the last lesson. Again, move the king to d8 and to f8 and demonstrate that this would not be checkmate.

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Finally, set up the position on the next page. Explain that the queen can sometimes checkmate when diagonally adjacent to the king if there's another piece blocking the king's escape square. Demonstrate that this position is checkmate because the black rook is preventing the king's escape to d8.

If you have time you might like to set up a few quick puzzles based on this sort of checkmate for the pupils to solve on the demo board.



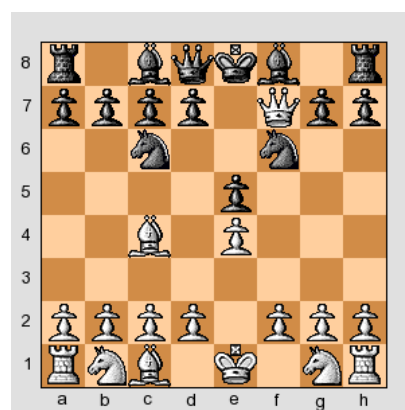
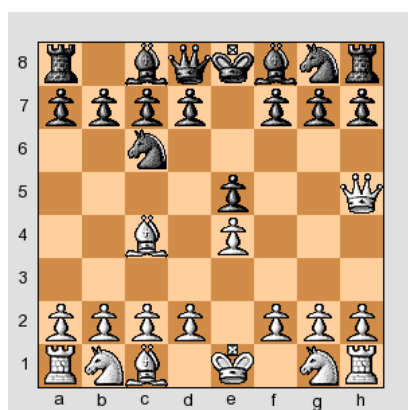
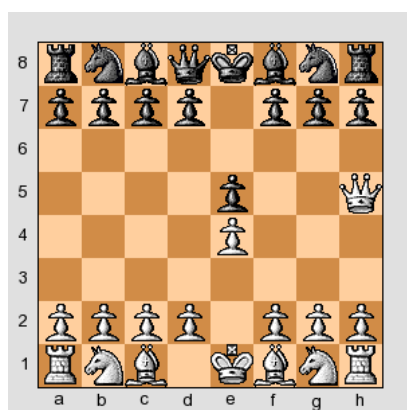
Activities

Children will start by completing worksheets to demonstrate that they have understood the queen mates they have learnt in the lesson. While the students play their games, as in the last lessons, go round and watch the opening of as many games as possible, talking to the players about why they played their moves and whether they were following the advice on how to play the opening from the earlier lesson. As the games develop, watch to see if there is an opportunity for a queen mate in any of the games. Perhaps if you see that the opportunity could arise you might suggest how the players could try to get a queen mate in this way. When each game finishes, look at the checkmate, ensure that it really is checkmate and ask the players why the king cannot move to all the adjacent squares.

Plenary

At the end of the session explain that the queen mate can happen at any time in the game, even right at the start. Demonstrate this game. White pawn from e2 to e4, black pawn from e7 to e5, white queen from d1 to h5 (giving the position on the left). Explain that the queen is trying to take the pawn on e5 so black should defend it. Now move the black knight from b8 to c6 to defend the pawn and the white bishop from f1 to c4, giving the position in the middle. Explain that the white queen and bishop are both attacking the black pawn on f7, which is only defended by the king. Now move the black knight from g8 to f6. At this point ask the pupils to remember the checkmate they looked at today and try to find the winning move for White. Then play the queen from h5 to capture the pawn on f7 and demonstrate that this is checkmate. If someone suggested that the bishop should take the pawn instead, demonstrate that this is not checkmate because the king can move to e7.

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Explain that this is called SCHOLAR'S MATE. A scholar is someone who goes to school and children who play chess at school often win (and lose) games like this. If there's time, go back a move and ask for suggestions for a better move for black. Good defences are moving the queen to e7 or f6 to defend the pawn on f7 again, or moving the pawn from g7 to g6 to block off the white queen.

Assessment criteria

Understanding the queen mate by successful completion of worksheets and by being able to play a queen mate in their own games.

Vocabulary used

SCHOLAR'S MATE

CSC Curriculum – Term Two Lesson Plans

Core Lesson 18: Attack and Defence

Learning Objectives

To learn and understand the concepts of ATTACKS, DEFENCES and THREATS when applied to chess, to be able to solve puzzles based on these concepts, and to be able to apply them in their games.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

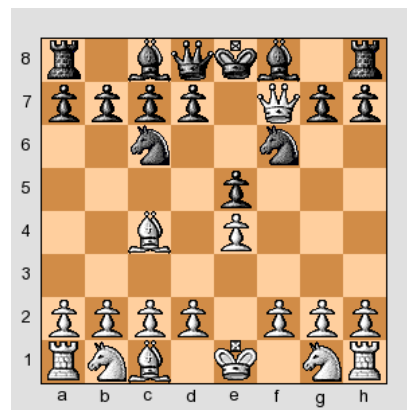
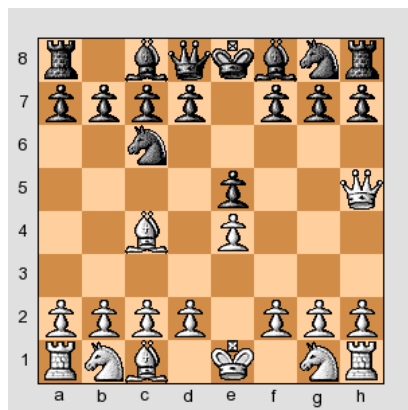
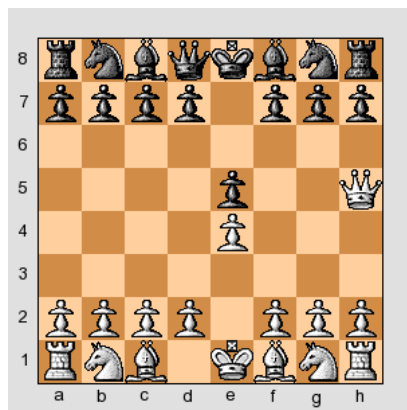
As in lesson one

Starter

Start by asking for volunteers to demonstrate the KISS OF DEATH on the demo board. Then remind the pupils that at the end of the last lesson they looked at SCHOLAR'S MATE. Explain that Scholar's Mate only works when your opponent doesn't understand about the importance of attacks and defences in chess. This lesson will use Scholar's Mate to teach you about threats, attacks and defences.

Explanation

Ensure that all the pupils have the starting position set up on their board. Ask them to play through the moves on their boards as you play them on the demo board. Explain that the game starts by White moving the pawn from e2 to e4 and black moving the pawn from e7 to e5. Ask why these are good moves for both players (occupying the centre and opening lines to develop queen and bishop). Then the white queen moves from d1 to h5. Play this on the demo board and ensure that the pupils have done the same (diagram on the left).



Say that on this square, the queen attacks several pawns, and ask how many. Ask a pupil to come and point out the attacks on the demo board. They should see that the queen attacks three pawns: e5, f7 and h7. Now, taking each pawn in turn, ask which of these pawns are defended, and which are undefended. They should tell you that the e5 pawn is undefended, the f7 pawn is defended by the king and the h7 pawn is defended by the rook. Now explain that the attack on the e5 pawn is also a THREAT: it's what White wants to do next move. White doesn't want to take the f7 or h7 pawns next move because they're DEFENDED. You have to remember that if you move a DEFENDER an ATTACK will turn into a THREAT and you might lose something. Then explain that Black wants to defend the threatened pawn on e5. The best way to do this is to move the knight from b8 to c6, because it's good to develop knights into the centre at the start of the game.

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Now the white bishop moves from f1 to c4 (centre diagram). Ask the pupils to play the move on their board and ask them what the bishop is attacking. They should tell you that it's attacking the pawn on f7. Now ask if this is a threat or just an ordinary attack. They may say that it's just an attack because the pawn is defended by the king. If so, ask them to look again, considering all the white pieces. White is attacking the pawn with two pieces, the queen and the bishop, and black is only defending with the king. So it's a **THREAT**. If Black, as demonstrated in the previous lesson, moves the knight from g8 to f6 (to **THREATEN** the queen) White will take the f7 pawn with the queen, which is checkmate. Demonstrate that taking the pawn with the bishop is not checkmate because the king can move to e7.

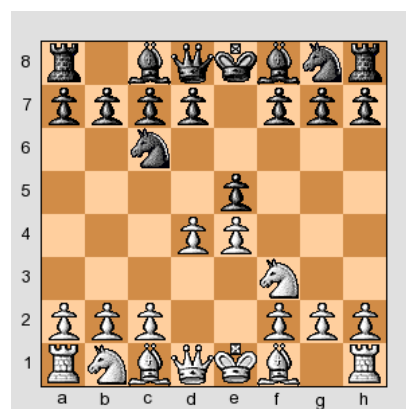
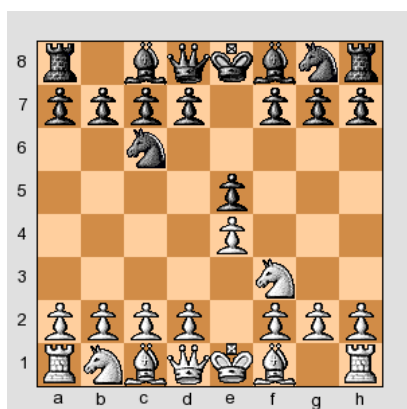
Now return to the centre diagram and ask how black can defend against the threat of checkmate. Ask children to come up and make their move on the board: then see whether or not it really is a defence. Black has several good defences. He can defend the pawn again by moving the queen to e7 or to f6. He can also defend it again by moving the knight from g8 to h6 (you might want to explain that this is not so good because White can move his d-pawn, threatening to capture the knight on h6 with his bishop). He can also block the queen's attack by moving his pawn from g7 to g6 (you might want to point out that White can then move his threatened queen from h5 to f6, renewing the checkmate threat).

Activities

Children will start by completing worksheets to demonstrate that they have understood attacks defences and threats, and have learned about Scholar's Mate. At the start of the games, see if anyone is playing for Scholar's Mate: if so, watch the game, see what happens and discuss this with the players. As the games progress beyond the opening, go round each board and ask which pieces are attacking enemy pieces, and ask if these are threats or just attacks. If they are just attacks, ask which pieces are defenders. Note that a threat could be an attack on an undefended piece, an attack by a weaker piece on a stronger piece or an attack on a piece which is not defended enough times.

Plenary

Ask the pupils to demonstrate Scholar's Mate on the demo board and explain at least one method of meeting the threat. Then, if there's time, explain that Scholar's Mate only works against beginners: against stronger players your queen may well end up in trouble. There are better ways to start the game. On the demo board (they don't need to copy this) move the white pawn to e4 and the black pawn to e5. Now explain that the usual move for White is to move the knight from g1 to f3. This creates a **THREAT** to the pawn on e5. Black's best way to prevent this is to move his knight from b8 to c6 to defend the pawn.



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Now White has several good moves. He could develop another piece: moving the knight from b1 to c3, or moving the bishop on f1 to either c4 or b5. He could also move his pawn from d2 to d4. Play this move on the demo board and ask whether or not this move is safe. Explain that you have to think carefully in this sort of position. In fact it is safe. Demonstrate these moves on the board: the black pawn on e5 can take the white pawn on d4 (the best move). Then the white knight on f3 takes the black pawn on d4. Then the black knight on c6 can take the white knight which is now on d4 (not the best move, even though it's an equal exchange). Finally, the white queen can take this knight. Each side has lost a knight and a pawn. You might want to add that when you have a choice of pieces, if your opponent is going to take you back you should take with the weakest piece. But when your opponent cannot take you back it's often best to take with the strongest piece (as in Scholar's Mate).

Assessment criteria

Understanding the concepts of threats, attacks and defences, and knowing how to play, and how to stop, Scholar's Mate, by completion of worksheets and by observation of their games.

Vocabulary used

THREAT, DEFENDER

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Core Lesson 19: Queen Forks

Learning Objectives

To learn and understand the concept of double attacks, specifically queen forks, and to be able to identify and find queen forks at all stages of the game.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

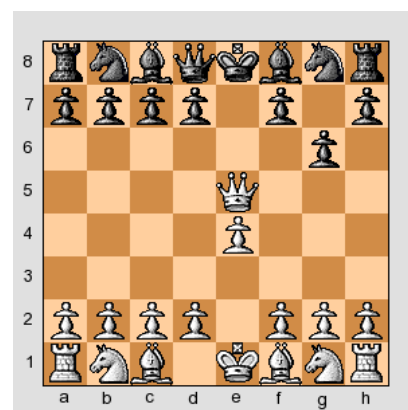
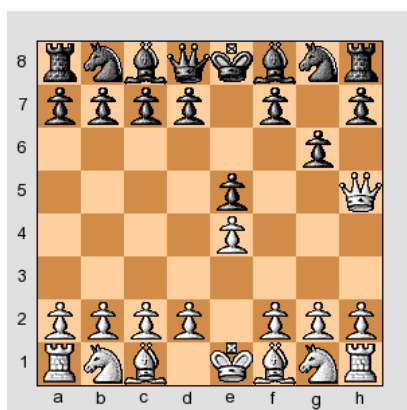
As in lesson one

Starter

Start by recapping the concept learnt in the last lesson of chess being a game of attack and defence. If you create a threat I will meet it by defending, blocking or moving away. But if you create two threats I may not be able to meet both at the same time so you'll be able to win one of my pieces. Ask if they can remember what it's called when a piece makes two threats at the same time. Some of them might remember that this is called a FORK. One of the best pieces to use for forks is the queen. Ask the class why they think this is. They should tell you that the queen is very powerful and can move in eight directions.

Explanation

Ensure that all children have their boards set up in the starting position. Start by moving the white pawn from e2 to e4 and the black pawn from e7 to e5. Then ask which move white played when he tried for Scholar's Mate in the last lesson. They should remember that the queen moved from d1 to h5. Play the move on the board and ask if this is a queen fork. It's not: the queen is attacking three pawns but they should remember from the last lesson that only one of them is a threat. Now suppose Black tries to avoid Scholar's Mate by attacking the queen at once with his pawn. Demonstrate this move by moving the black pawn from g7 to g6 (diagram on left). Now ask which move White should play next. As Black failed to defend against White's threat they should be able to tell you that the white queen should capture the black pawn on e5 (diagram on right).



At this point you might ask if anyone has had this position in any of their games. You might have noticed it yourself in games played the previous week. It often happens: Black tries to prevent Scholar's Mate but fails to deal with the immediate threat. Now ask what the white queen is attacking. They should mention the king (it is check), the pawn on c7 and the rook on h8. Ask if this is a fork – they should be able to tell you that the queen is forking the king and the rook (but not the pawn on c7). Now ask how Black can get out of check. He can get out of check by putting a piece on e7, the queen, the bishop or the knight. If you like, demonstrate that if Black moves his bishop to e7 and the queen takes the rook on h8, White is now forking the knight on g8 and the pawn on h7.

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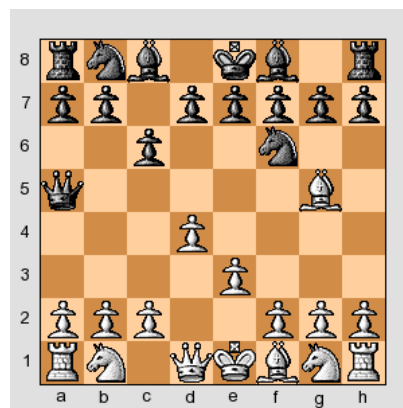
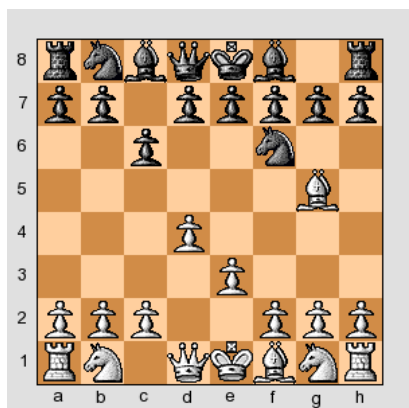
Now ask the pupils to look out for queen forks in their games. Remind them that because the queen is the most valuable piece it can only threaten the king (check) or an undefended enemy piece.

Activities

Children will start by completing worksheets in which they have to find queen forks. You might like to insist that the games start with both players moving their e-pawns two squares as this is the best way for less experienced players to open their games. At the start of the games, watch any game in which White goes for Scholar's Mate and see what happens. Ask the players to raise their hands if they've played a queen fork. You will probably find that they're raising their hands if their queen has created a double attack rather than a double threat – if so, put them right. Look out for opportunities for queen forks in the games and, if you see a possibility, stop and talk to the players about what the queen could do.

Plenary

Ask the pupils for a definition of a fork. If necessary, ask the pupils to define again 'attack', 'defence' and 'threat'. Ensure that they understand that a fork is a DOUBLE THREAT, not just a double attack. Now explain that queen forks happen a lot in all stages of the game. If you have time, demonstrate another game which shows a queen fork. Move the white pawn from d2 to d4. You might like to explain that this is just as good as moving the e-pawn, but that it's more suitable for more experienced players. Then move the black knight from g8 to f6 (a very popular reply) and the white bishop from c1 to g5. Now move the black pawn from c7 to c6 and the white pawn from e2 to e3 (diagram on left). Stop here and ask if anyone can find a queen fork for black in this position. The answer is that Black can move his queen from d8 to a5, checking the white king and also threatening the bishop on g5 (diagram on right). Because the white pawn on e3 blocks the diagonal line from c1 to g5, White cannot defend his bishop.



Assessment criteria

Successful completion of worksheets in which queen forks have to be found. Where appropriate, the ability to look for and find queen forks in their own games.

Vocabulary used

None

CSC Curriculum – Term Two Lesson Plans

Core Lesson 20: Knight Forks

Learning Objectives

To reinforce the concept of double attacks, specifically knight forks, and to be able to identify and find knight forks at all stages of the game.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

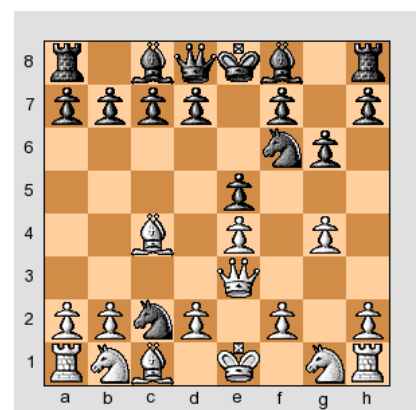
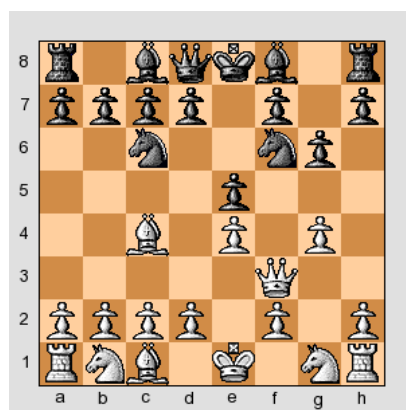
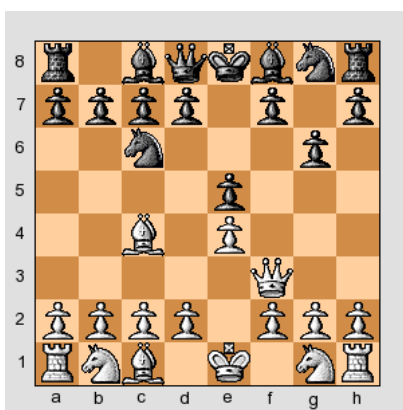
As in lesson one

Starter

Start by recapping the definition of a fork from the last lesson (double threat by one piece). Ask which other pieces are good at doing forks. In fact you can do forks with any piece but the piece most associated with forks is the knight. Ask why the knight is good at doing forks. The correct answer is that, like the queen, it can move in eight directions. Explain that, because the knight doesn't move in a straight line like the other pieces its moves can be hard to see, and, for that reason, knight forks are easily overlooked. Knights can fork kings, queens and rooks, because they are all more important or more valuable, as well as undefended bishops and pawns.

Explanation

Ensure that all children have their boards set up in the starting position. Start by moving the white pawn from e2 to e4 and the black pawn from e7 to e5. Then ask which move white played when he tried for Scholar's Mate in the last lesson. They should remember that the queen moved from d1 to h5. Now move the black knight from b8 to c6 and the white bishop from f1 to c4. Ask them what White is threatening. They should tell you that White is threatening Scholar's Mate on f7. Explain that in this position, because the pawn on e5 is defended, a good defence is to move the pawn from g7 to g6 to block off the white queen. Play this move and then move the white queen from h5 to f3 (diagram on the left: the pupils should be playing these moves on their board). Again ask what White is threatening. Again, he's trying to get checkmate on f7. Ask what move they think Black should play now.



Explain (if nobody finds it) that a good move for Black is to move the knight from g8 to f6, blocking the attack and developing a piece on a good square. White might now move his pawn from g2 to g4 (centre diagram). His plan is to use this pawn drive the knight away and get checkmate on f7. Black can now move his knight from c6 to d4 to threaten the white queen. White might now move his queen from f3 to e3. Ask if anyone can find a knight fork for black in this position. They should be able to see that Black can capture the white pawn on c2 with his knight on d4. Play the move on the demo board (diagram on the right) and ask what Black is threatening. They should tell you that

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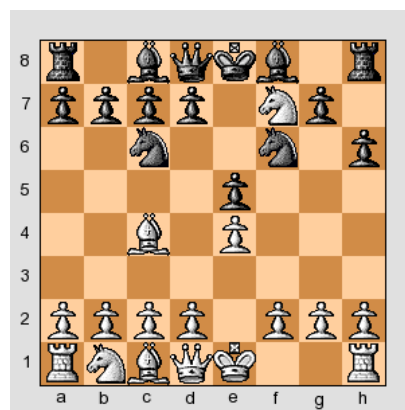
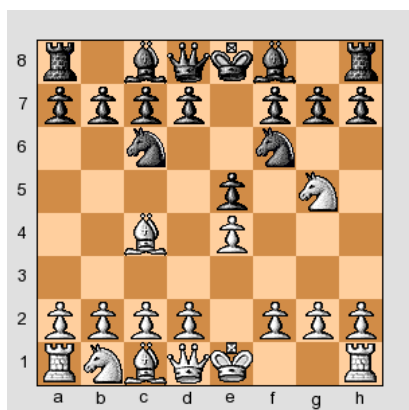
the knight is threatening the king (check), the queen and the rook on a1 – a TRIPLE FORK. This is also called a FAMILY FORK.

Activities

Children will start by completing worksheets in which they have to find knight forks. You might like to insist that the games start with both players moving their e-pawns two squares as this is the best way for less experienced players to open their games. At the start of the games, watch any game in which White goes for Scholar's Mate and see what happens. Ask the players to raise their hands if they've played a fork: this could be a queen fork, a knight fork or a fork with any other piece. You may still find that they're raising their hands if their piece has created a double attack rather than a double threat – if so, put them right. Look out for opportunities for forks in the games and, if you see a possibility, stop and talk to the players about what the queen could do.

Plenary

Recap again the definition of a fork. Explain that, while knight forks usually happen later on in the game they also happen in the opening. If there's time, demonstrate these moves on the demo board. White again moves his pawn from e2 to e4 and Black moves his pawn from e7 to e5. White moves his knight from g1 to f3 (threatening e5) and Black defends by moving from b8 to c6 (defending e5). Now White moves his bishop from f1 to c4. This is a good move, developing a piece onto a strong square where it attacks (but does not threaten) the pawn on f7. Black moves his knight from g8 to f6, a good developing move, threatening the white pawn on e4. Now White moves his knight again, from f3 to g5 (diagram on the left). Explain that usually it's not a good idea to move a piece twice unless you have to, but here it gives Black a few problems. Ask what White is threatening here. They should notice (because they've seen Scholar's Mate, which is also a double attack on f7) that White is now threatening the pawn on f7.



You might want to explain that the only good way for Black to meet the threat (this will be hard for them to find) is to block the bishop's attack by moving the pawn from d7 to d5. To demonstrate the threat, explain that if Black doesn't see what's coming he might move his pawn from h7 to h6 to threaten the knight. White now captures the pawn on f7 with his knight (diagram on the right). Ask what the knight is threatening: the queen and the rook (but not the pawns on e5 or h6). This is another knight fork in the opening.

Assessment criteria

Successful completion of worksheets in which knight forks have to be found. Where appropriate, the ability to look for and find forks in their own games.

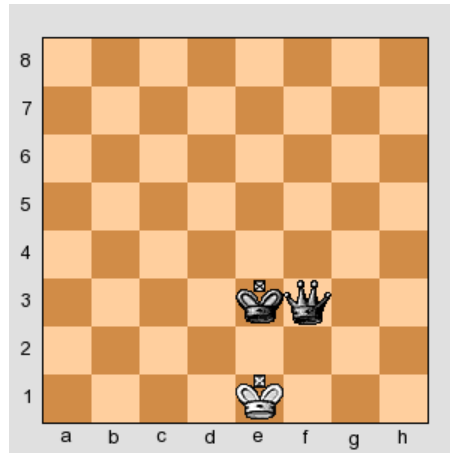
Vocabulary used

None

CSC Curriculum – Term Two Handouts

Core Lesson 11 Handout

STALEMATE



In this position White is not in check, but there is no move he can play.

When this happens it is STALEMATE. The result of the game is a draw.

CHECKMATE is when your king is in check and you cannot get out of check.

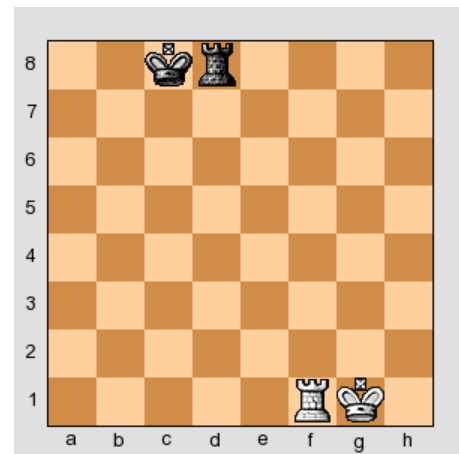
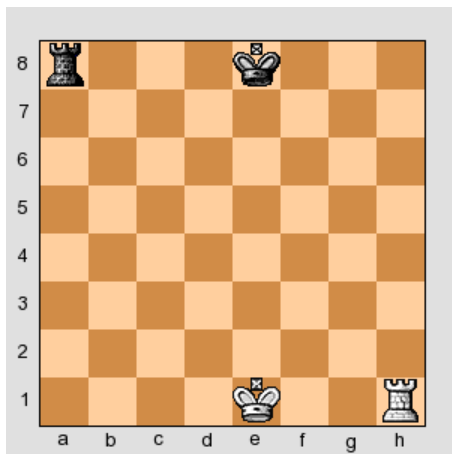
STALEMATE is when it is your move and you cannot move any of your pieces without ending up in check.

If you CHECKMATE your opponent, you win. If your opponent CHECKMATES you, you lose. If it's STALEMATE, it's a draw.

CSC Curriculum – Term Two Handouts

Core Lesson 12 Handout

CASTLING



Castling is a special double move with your king and your rook. You can castle on the KING SIDE or the QUEEN SIDE. The king moves two squares towards the rook, and, in the same move, the rook jumps over the king to the next square.

The diagram on your left shows the position before castling. In the diagram on the right White has castled on the king side and Black has castled on the queen side.

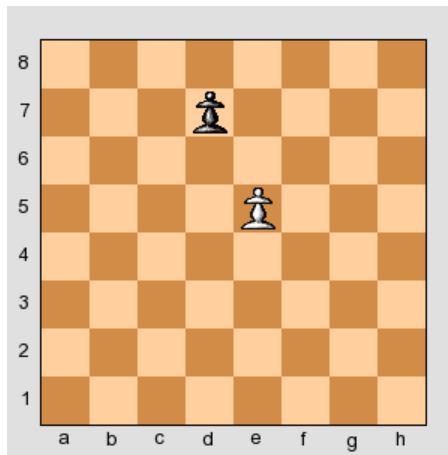
You CANNOT castle if:

1. Your king has moved
2. Your rook has moved
3. There is any piece between your king and rook
4. You are in check
5. Your king crosses a square which is attacked by an enemy piece
6. Your king will end up in check.

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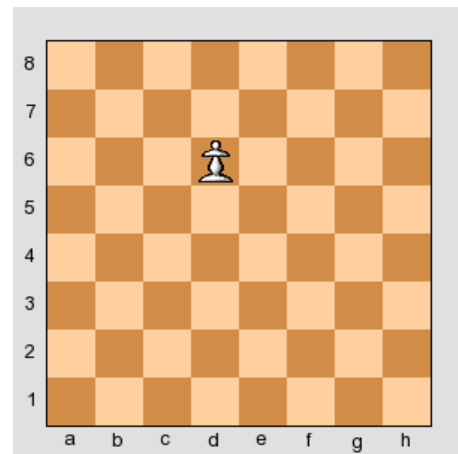
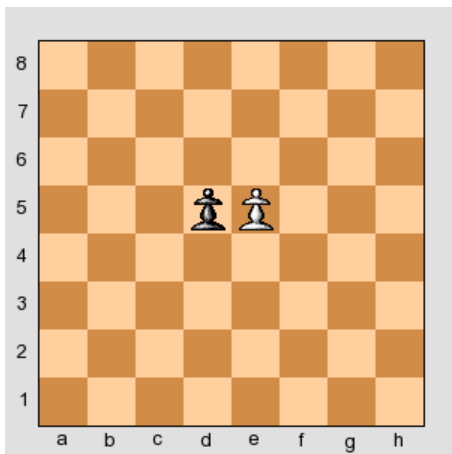
Core Lesson 13 Handout

EN PASSANT



This is a special pawn capture.

Black's pawn hasn't moved. If it moves one square, White would be able to capture it. The EN PASSANT rule says that if it moves two squares, to d5, White can capture it while it passes d6.

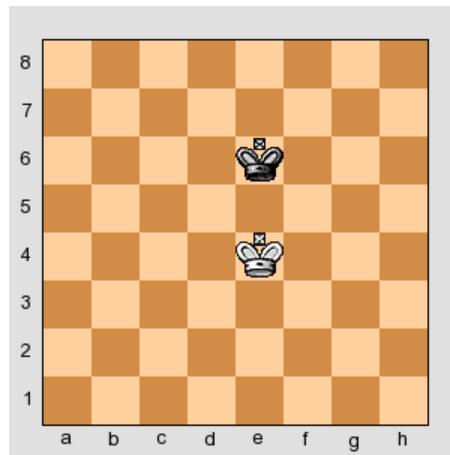


On the left is the position after Black has made its move. The position on the right is the position after White has captured EN PASSANT. You can only capture EN PASSANT on the next move after your opponent has moved two squares.

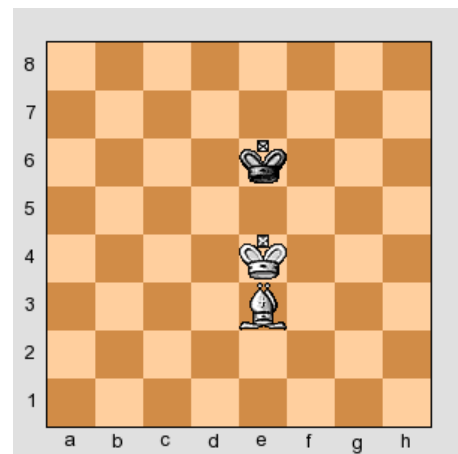
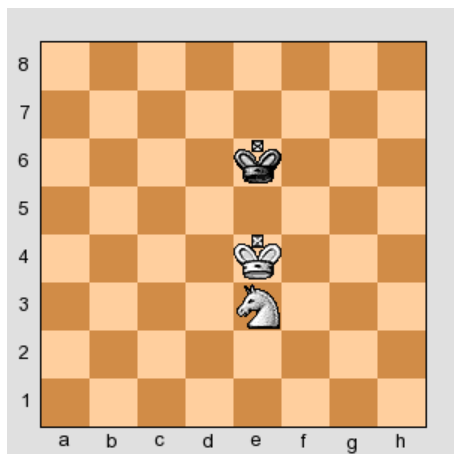
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Core Lesson 14 Handout

OTHER DRAWS



This position is a draw. It's impossible for either player to get checkmate so you stop play and call the game a draw.



It's also impossible to get checkmate with just a knight or just a bishop. So these positions are also draws.

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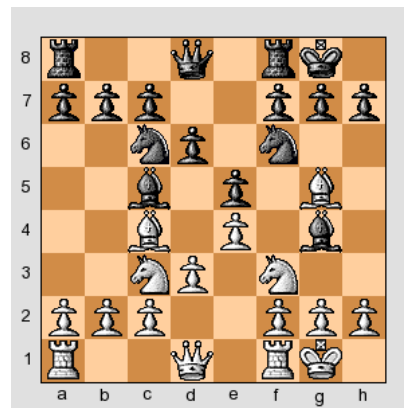
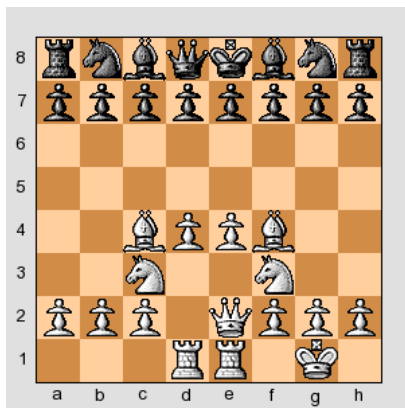
Core Lesson 15 Handout (A)

STARTING THE GAME

There are three things you should try to do at the start of the game.

1. Control the centre by moving a pawn to the middle of the board.
2. Develop your knights and bishops where they help control the centre.
3. Make your king safe by castling behind pawns that haven't moved.

The diagram on the left is an ideal opening for White. In the diagram on the right, both players have started the game well.



But the most important thing of all is this:

TRY TO MAKE SURE YOUR ARMY IS AT LEAST AS STRONG AS YOUR OPPONENT'S ARMY

CSC Curriculum – Term Two Handouts

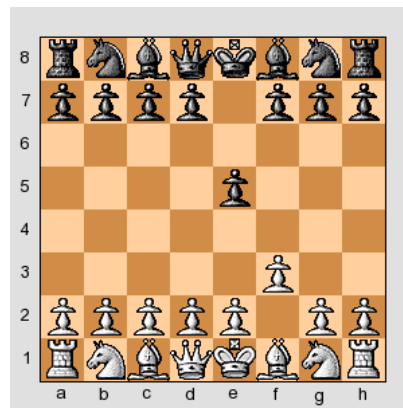
Core Lesson 15 Handout (B)

FOOL'S MATE

This is the quickest way to get CHECKMATE in a game of chess. See how Black can get CHECKMATE on the second move.

White moves the pawn from f2 to f3
(not a good way to start)

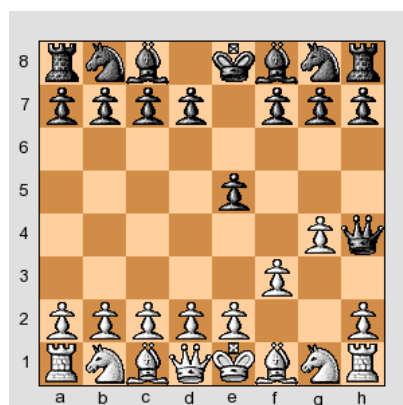
Black moves the pawn from e7 to e5
(an excellent move)



White moves the pawn from g2 to g4
(a terrible move)

Black moves the queen from d8 to h4.

It's CHECKMATE! Black has won the game.



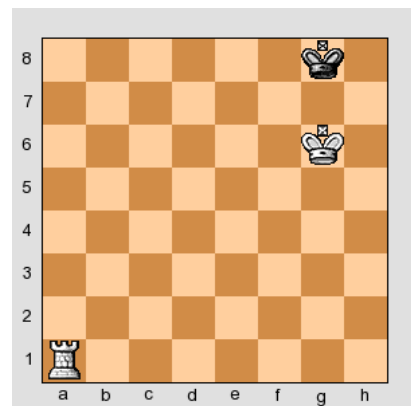
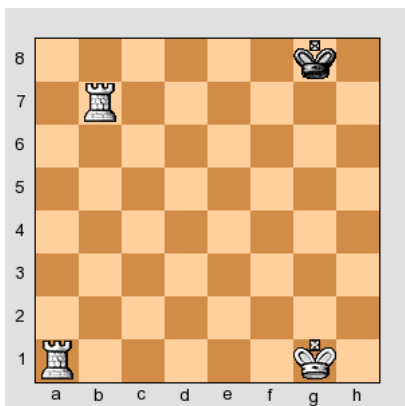
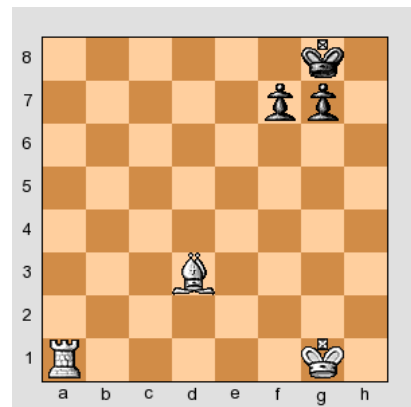
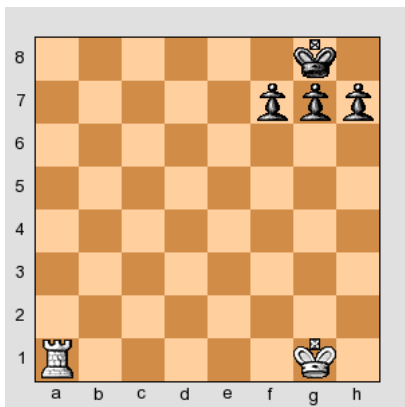
CSC Curriculum – Term Two Handouts

Core Lesson 16 Handout

BACK RANK MATE

This is a checkmate in which the enemy king is on the side of the board. You check with your queen or rook and the king cannot escape, either because his own pieces are in the way or because the escape squares are controlled by your pieces.

Here are some positions where White can win by a BACK RANK MATE. In each position if he moves his rook from a1 to a8 it will be checkmate.



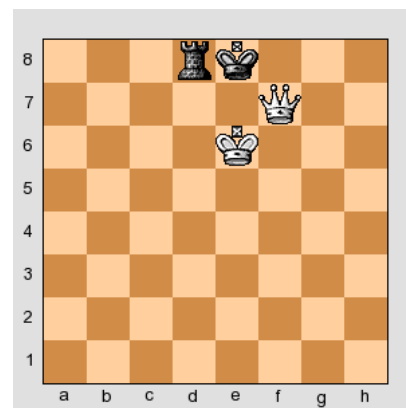
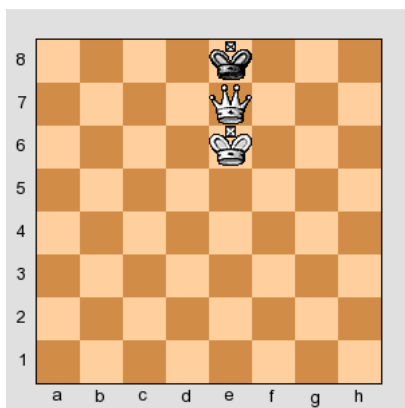
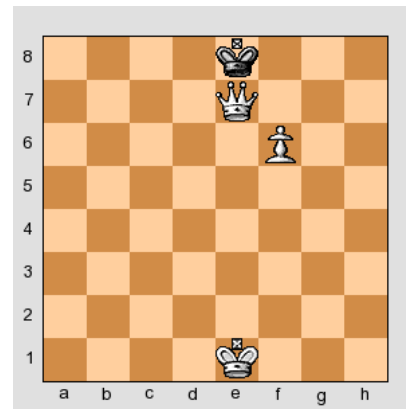
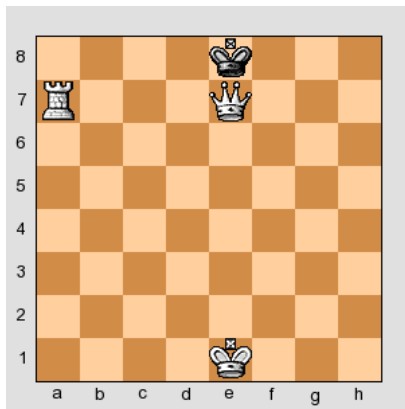
CSC Curriculum – Term Two Handouts

Core Lesson 17 Handout (A)

QUEEN MATES

You can often get checkmate when your opponent's king is on the side of the board by putting your queen on the next square as long as it's defended by another piece

Here are some positions where White has won by a QUEEN MATE. Work out for yourself why it's checkmate.



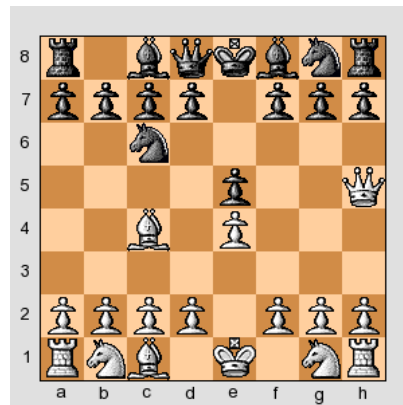
CSC Curriculum – Term Two Handouts

Core Lesson 17 Handout (B)

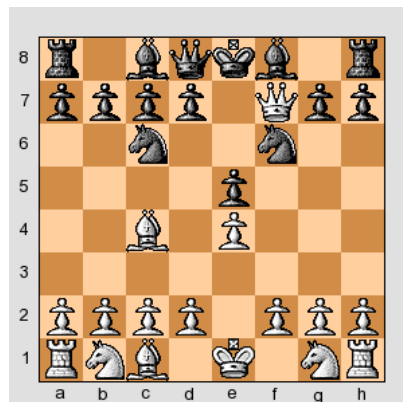
SCHOLAR'S MATE

This is a checkmate in which the white queen and bishop work together to attack the black pawn on f7.

White moves the pawn from e2 to e4
Black moves the pawn from e7 to e5
White moves the queen from d1 to h5
(trying to take the pawn on e5)
Black moves the knight from b8 to c6
White moves the bishop from f1 to c4



Black moves the knight from g8 to f6
(a bad mistake. Can you find a better move?)
White moves the queen from h5 to f7.
It's CHECKMATE! White has won the game.



CSC Curriculum – Term Two Handouts

Core Lesson 18 Handout

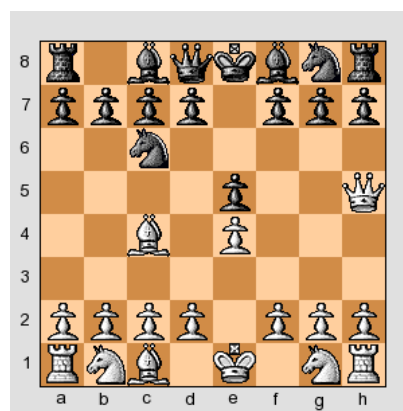
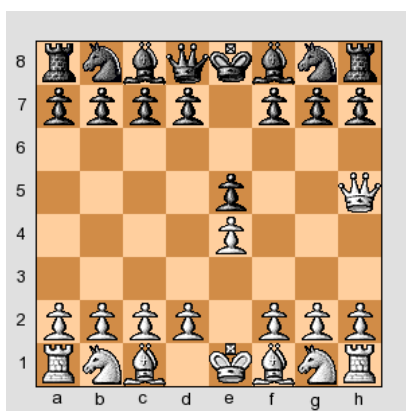
ATTACKS, DEFENCES, THREATS

If you move a piece to a square where it could take an enemy piece, you make an **ATTACK**.

If you move a piece to a square where you **WANT** to take an enemy piece you make a **THREAT**.

An **ATTACK** is a **THREAT** if:

- it is a **CHECK**
- the enemy piece is **NOT DEFENDED**
- a weaker piece is **ATTACKING** a stronger piece
- the enemy piece is **NOT DEFENDED ENOUGH**



In the diagram on the left, the white queen is **ATTACKING** the pawns on e5, f7 and h7. It is also **THREATENING** the pawn on e5 so Black should defend the pawn.

In the diagram on the right the white queen and bishop are both **ATTACKING** the pawn on f7. It is only defended once: by the king. So black must defend, either by using his queen to defend the pawn again or by blocking the queen's attack.

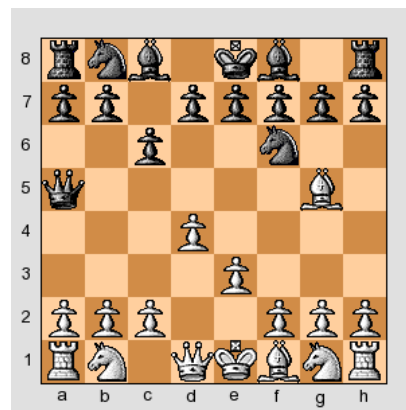
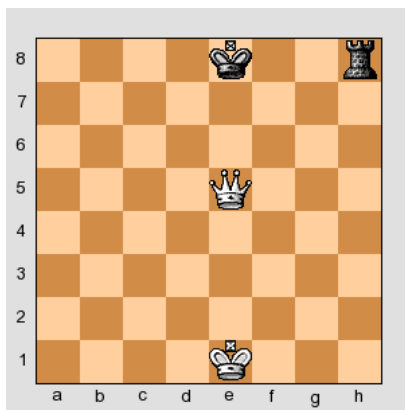
CSC Curriculum – Term Two Handouts

Core Lesson 19 Handout

QUEEN FORKS

A FORK is a move which creates TWO OR MORE THREATS from the same piece.

Queens are good at doing FORKS because they can move in eight directions.
But because they are so powerful they can only FORK kings and UNDEFENDED pieces.



In the diagram on the left the white queen is FORKING the black king and the black rook. Black has to move his king to get out of check. Next move White will be able to capture the rook safely.

In the diagram on the right the black queen is FORKING the white queen and the bishop on g5.

Because the white pawn on e3 is in the way White cannot get out of check and save his bishop at the same time.

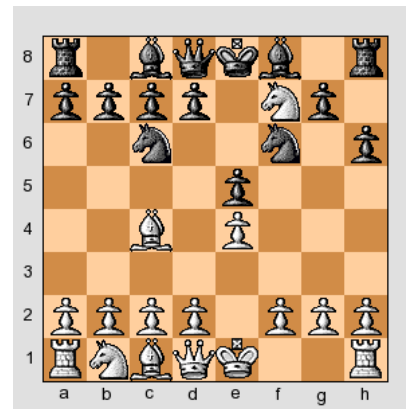
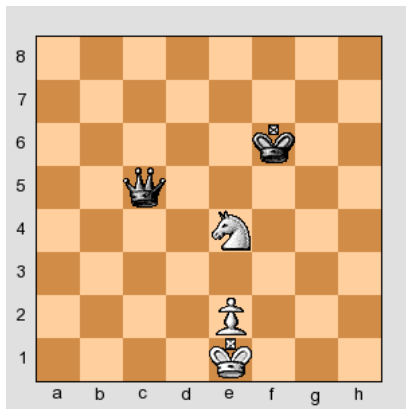
CSC Curriculum – Term Two Handouts

Core Lesson 20 Handout

KNIGHT FORKS

Knights, like queens, are good at doing FORKS because they can move in eight directions.

Because they are not so powerful they can FORK kings, queens, rooks and UNDEFENDED pieces.

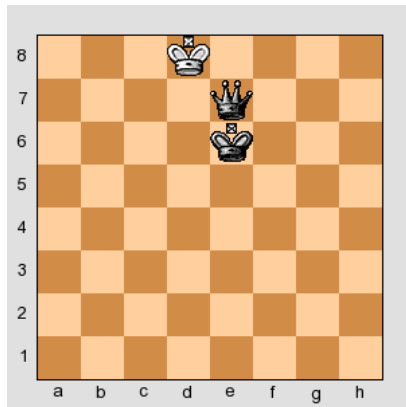


In the diagram on the left the white knight is FORKING the black king and the black queen. Black has to move his king to get out of check. Next move White will be able to capture the queen.

In the diagram on the right the white knight is FORKING the black queen and the black rook. Black cannot take the knight because it is defended by the bishop on c4. If Black moves the queen, White will be able to capture the rook next move. If Black moves the rook, White will be able to capture the queen next move.

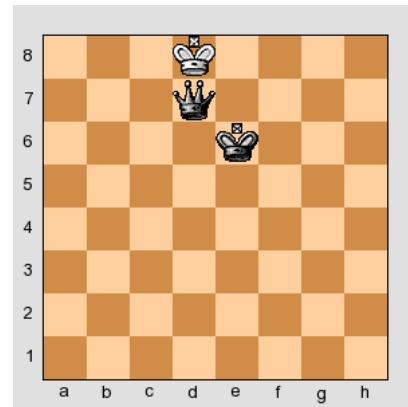
CSC Curriculum – Term Two Lesson Worksheets

Core Lesson 11 Worksheet



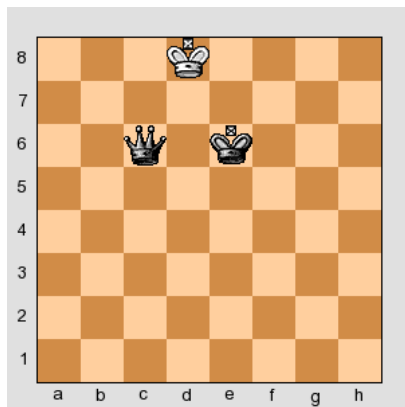
It's White's move. Is this:

- a) Check
- b) Checkmate
- c) Stalemate
- d) None of these



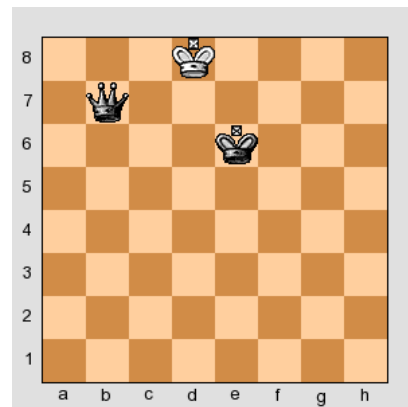
It's White's move. Is this:

- a) Check
- b) Checkmate
- c) Stalemate
- d) None of these



It's White's move. Is this:

- a) Check
- b) Checkmate
- c) Stalemate
- d) None of these

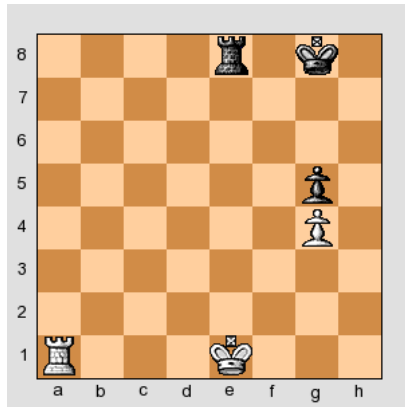


It's White's move. Is this:

- a) Check
- b) Checkmate
- c) Stalemate
- d) None of these

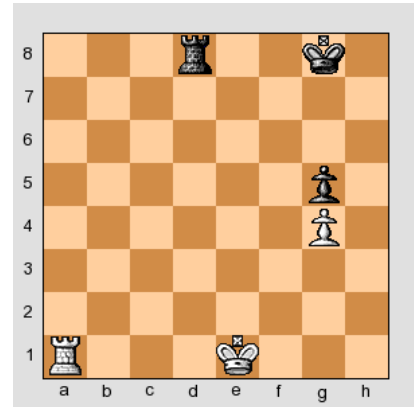
CSC Curriculum – Term Two Lesson Worksheets

Core Lesson 12 Worksheet



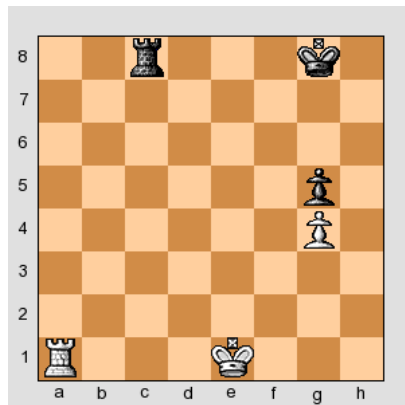
It's White's move. He has not moved his king or rook. Can he castle?

Yes/No



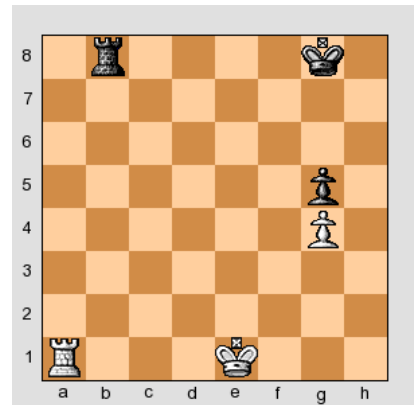
It's White's move. He has not moved his king or rook. Can he castle?

Yes/No



It's White's move. He has not moved his king or rook. Can he castle?

Yes/No

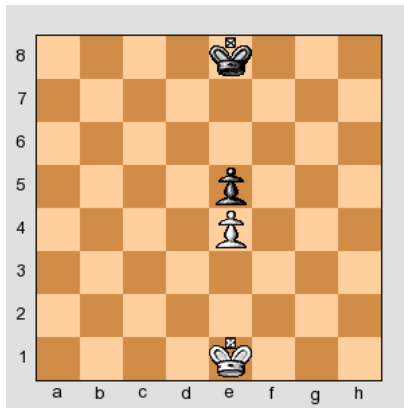


It's White's move. He has not moved his king or rook. Can he castle?

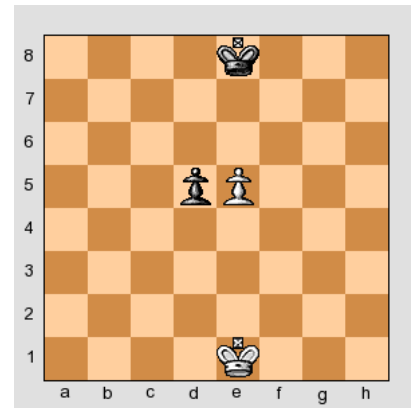
Yes/No

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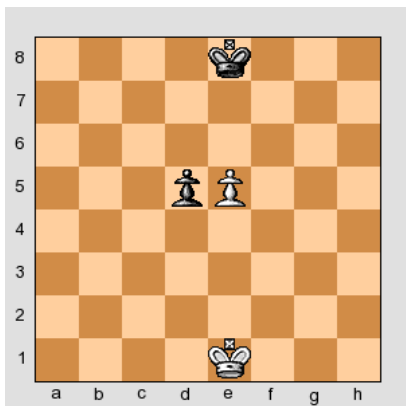
Core Lesson 13 Worksheet



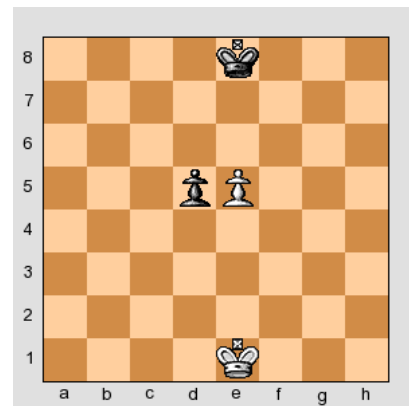
Black has just moved from e7 to e5.
Can White make the en passant capture?
Yes/No



Black has just moved from f8 to e8.
Can White make the en passant capture?
Yes/No



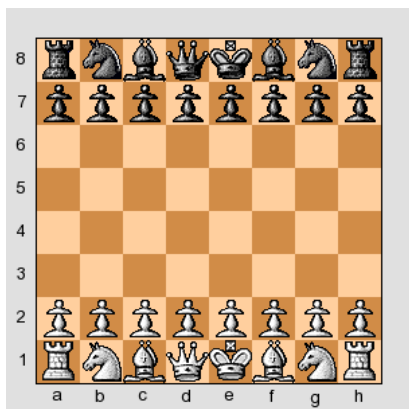
Black has just moved from d7 to d5.
Can White make the en passant capture?
Yes/No



Black has just moved from d6 to d5.
Can White make the en passant capture?
Yes/No

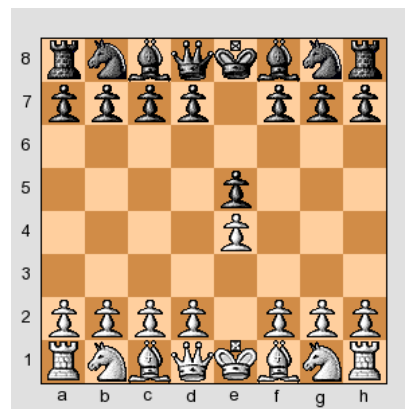
CSC Curriculum – Term Two Lesson Worksheets

Core Lesson 15 Worksheet



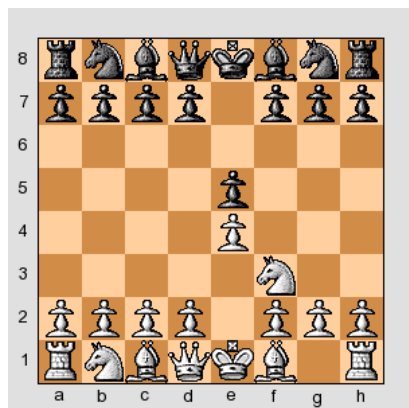
Which is White's best move?

- a) Pawn from e2 to e4
- b) Pawn from h2 to h4
- c) Knight from b1 to a3



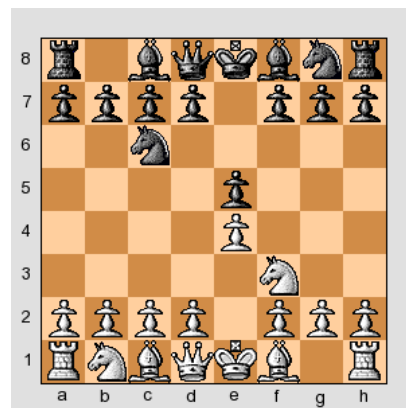
Which is White's best move?

- a) Bishop from f1 to a6
- b) Knight from g1 to f3
- c) Pawn from b2 to b4



Which is Black's best move?

- a) Knight from b8 to c6
- b) Queen from d8 to g5
- c) Pawn from h7 to h5



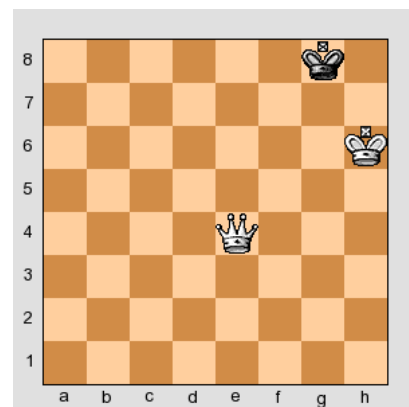
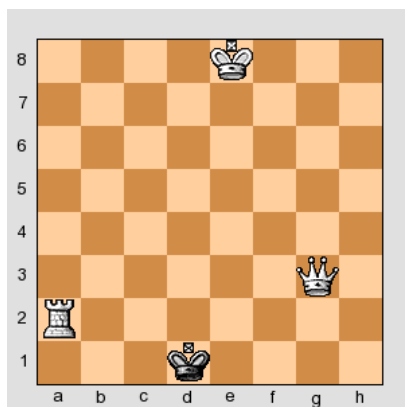
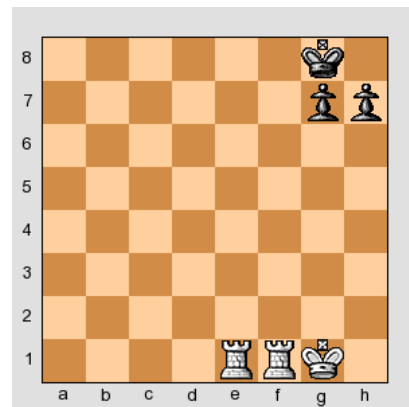
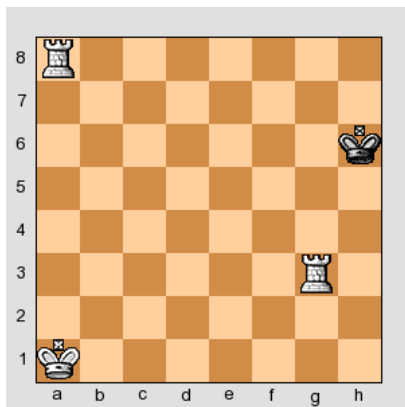
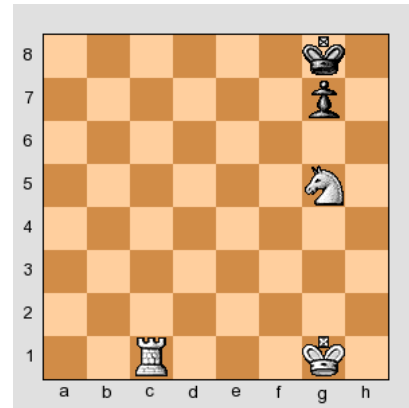
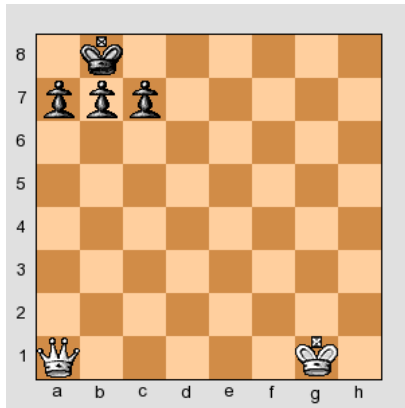
Which is White's best move?

- a) Knight from f3 to e5
- b) Knight from f3 to g5
- c) Bishop from f1 to c4

CSC Curriculum – Term Two Lesson Worksheets

Core Lesson 16 Worksheet

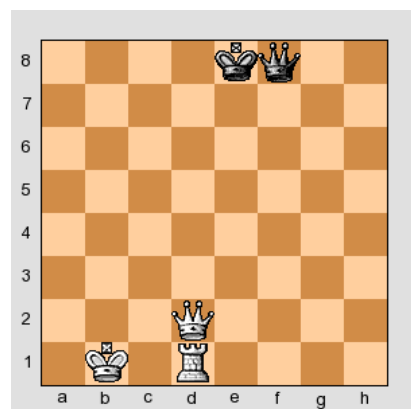
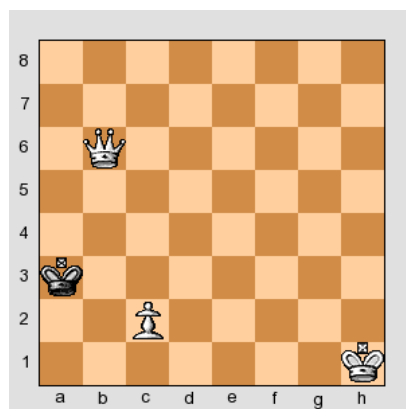
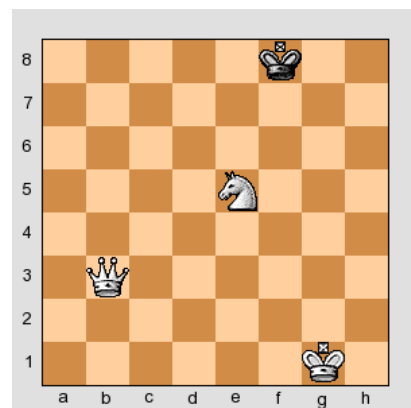
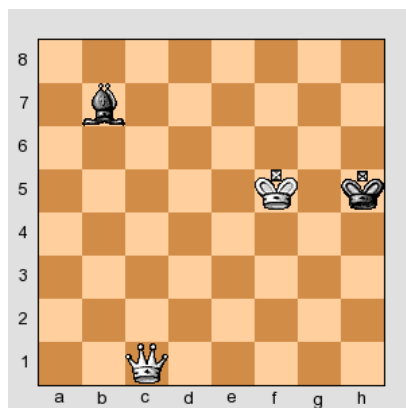
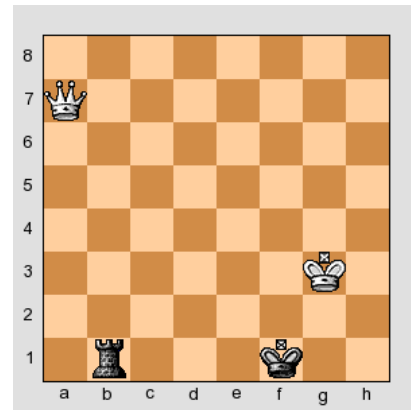
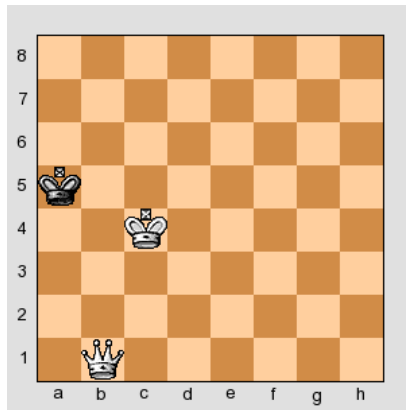
In each diagram, draw an arrow to show how White can get checkmate this move.



CSC Curriculum – Term Two Lesson Worksheets

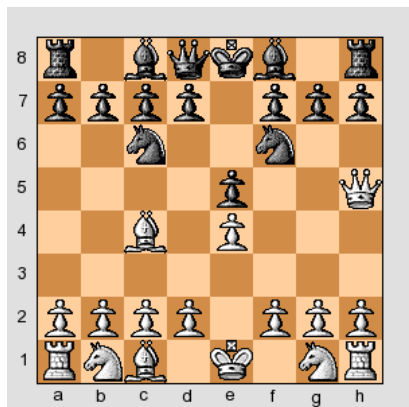
Core Lesson 17 Worksheet

In each diagram, draw an arrow to show how White can get checkmate this move.



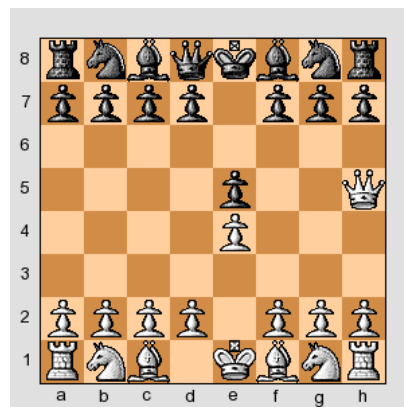
CSC Curriculum – Term Two Lesson Worksheets

Core Lesson 18 Worksheet



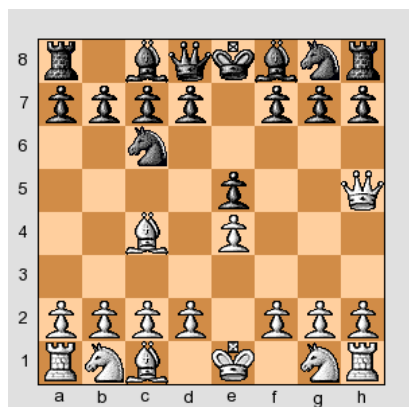
Which is White's best move?

- a) Queen from h5 to f7
- b) Queen from h5 to h4
- c) Bishop from c4 to f7



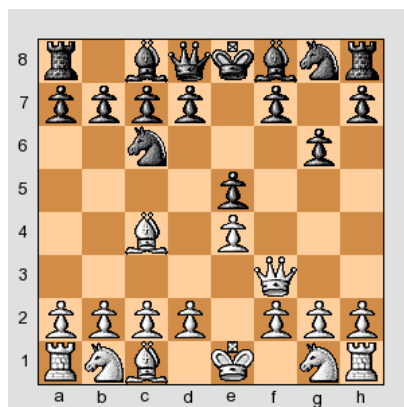
Which is Black's best move?

- a) Pawn from g7 to g6
- b) Bishop from f8 to c5
- c) Knight from b8 to c6



Which is Black's best move?

- a) Pawn from g7 to g6
- b) Bishop from f8 to c5
- c) Knight from g8 to f6

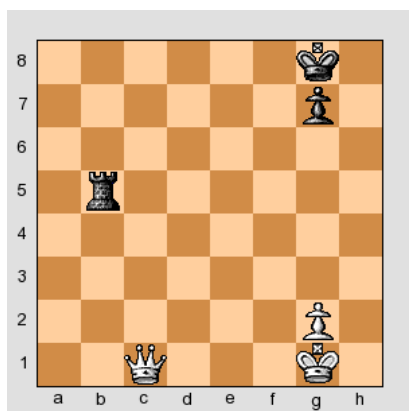


Which is Black's best move?

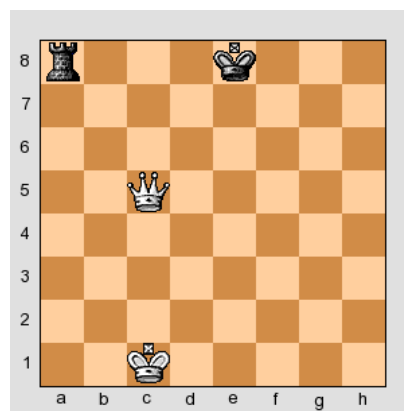
- a) Knight from c6 to d4
- b) Bishop from f8 to c5
- c) Knight from g8 to f6

CSC Curriculum – Term Two Lesson Worksheets

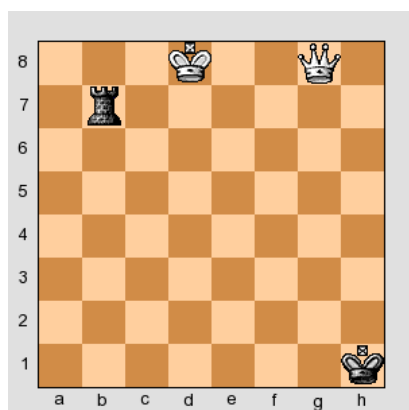
Core Lesson 19 Worksheet



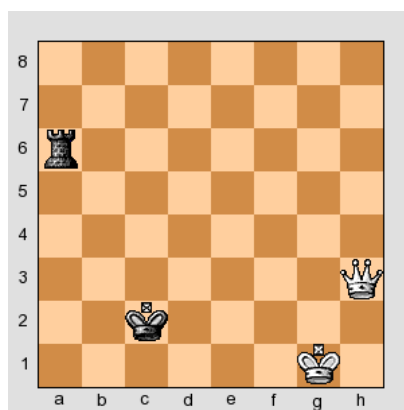
Where should White move his queen to FORK the black king and rook?



Where should White move his queen to FORK the black king and rook?



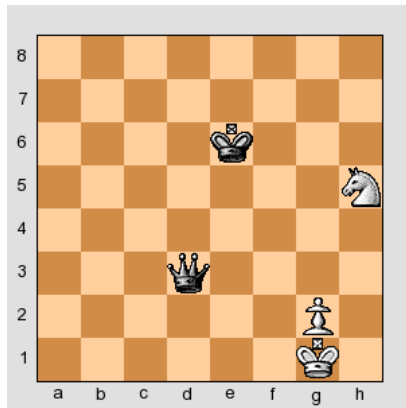
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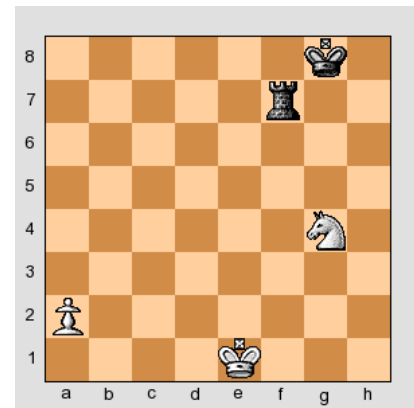
Where should White move his queen to FORK the black king and rook?

CSC Curriculum – Term Two Lesson Worksheets

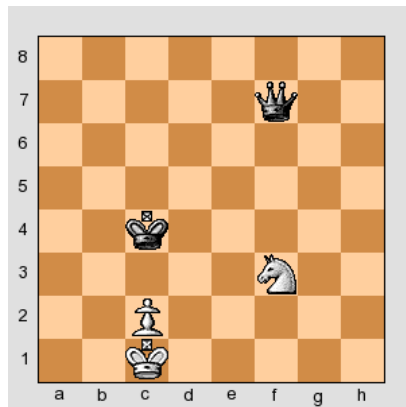
Core Lesson 20 Worksheet



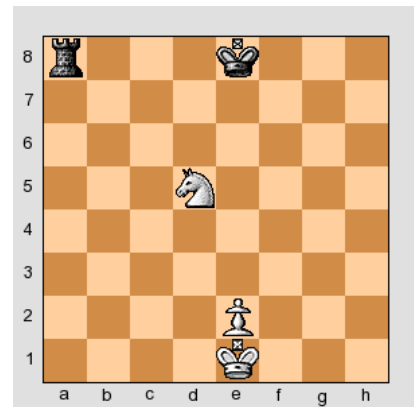
Where should White move his knight to FORK the black king and queen?



Where should White move his knight to FORK the black king and queen?



Where should White move his knight to FORK the black king and queen?



Where should White move his knight to FORK the black king and rook?

CSC Curriculum – Term Three Lesson Plans

Core Lesson 21: Skewers

Learning Objectives

To continue the investigation of double attacks, and to introduce the concept of the SKEWER, a double threat along the same line.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

As in lesson one

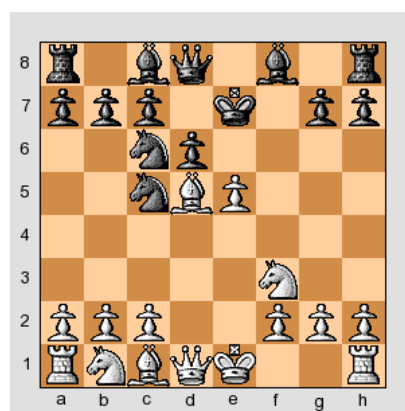
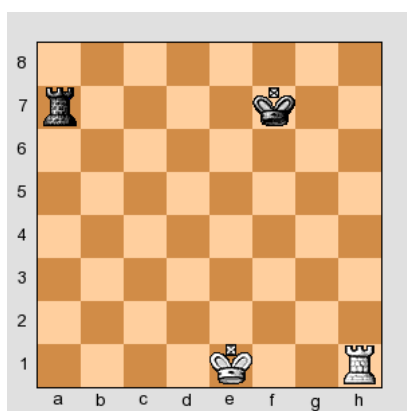
Starter

Start by asking the students to define a fork – a double threat by one piece acting in two directions. Now explain that you can also create two threats in the same direction. Continue by saying that there are two types of chess piece, those that move in a straight line and those that jump, sometimes only one square at a time. Ask the students which pieces move in a straight line: they should tell you queens, rooks and bishops. You could add that in German, bishops are called runners and knights are called jumpers. The only pieces that can create two threats in the same direction are the LINE PIECES: queens, rooks and bishops. There are two types of double threat in the same direction. The one we're going to look at in this lesson is called the SKEWER.

Explanation

Explain that the SKEWER is a move which THREATENS a piece which has to move out of the way, allowing another piece on the same line to be captured. To put it another way, it's a DOUBLE THREAT in the same direction in which the 'front' piece is more valuable than the piece behind it. The SKEWER usually happens later in the game because we keep our more valuable pieces well defended early on. It often comes about when we check an enemy piece which has to move out of the way.

Set up the position on the left on the demo board and ask students what move they would play for White. They should tell you that they would move the rook from h1 to h7. Demonstrate that this move checks the black king which has to move out of the way, allowing white to capture the black rook on a7.



Now set up the position on the right. Explain that this is a position where a skewer happens early in the game because Black has allowed his king to be driven to e7. Ask the students if they can find a skewer for White. The answer is that White can skewer the black king and queen by moving his bishop from c1 to g5.

CSC Curriculum – Term Three Lesson Plans

Tell the students that this is one reason why we try to castle quickly to make our king safe. In the middle of the board the king is exposed to attacks like this.

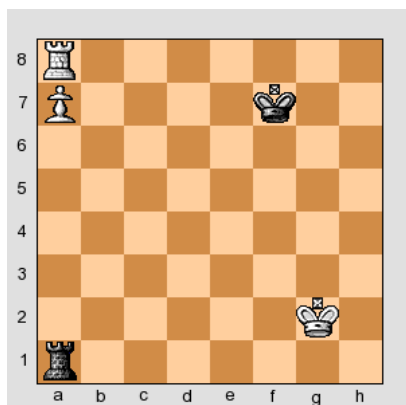
Activities

Children will start by completing worksheets in which they have to find skewers. At this point, now that the students have been playing for two terms, you might like to start running an informal competition. This might take the form of all-play-all tournaments which can be continued for several weeks. With a large class you could split the class into groups of, say, 10 or 12 students, based on your assessment of their playing strength. An alternative is to run a chess ladder.

You might like to continue to insist that all the games start with both players moving their e-pawns two squares as this is the best way for less experienced players to open their games. At the start of the games, watch any game in which White goes for Scholar's Mate and see what happens. Ask the players to raise their hands if they've played a fork or a skewer. Again, check that they have understood the concepts correctly and created a double threat rather than just a double attack.

Plenary

Start by asking the children to define a skewer. Ask the difference between a skewer and a fork, and which pieces can use a skewer (queen, bishop, rook).



Now set up this position on the demo board, and ask the students to set it up on their boards as well. Explain that this is an exercise in pattern recognition. Can they recognize a pattern they've seen before? You should also explain that you can win with king and rook against king – they'll learn how to do this in a later lesson. Say that it's White's move and ask them what they would play and why. The correct answer is to move the rook from a8 to h8. Now, if Black takes the pawn White will move his rook to h7 with a skewer. Otherwise, White will promote his pawn. (Black could also check the white king but he will eventually approach the black rook.)

Now tell the students that this time it's Black's move in this position. What would you play now? The correct answer is to move the king to g7. The game will be a draw as long as the black king stays on either g7 or h7. If he moves to, say, f6, White can win by checking on f8 with his rook and then promoting the pawn. (Black can also draw by checking with his rook on a2, as long as he moves his king to g7 before the white king gets close enough to threaten the black rook.)

Assessment criteria

Successful completion of worksheets in which skewers have to be found. Where appropriate, the ability to look for and find skewers in their own games.

Vocabulary used

Line Piece, Skewer

CSC Curriculum – Term Three Lesson Plans

Core Lesson 22: Pins: Winning Material

Learning Objectives

To continue the investigation of double attacks, and to introduce the concept of the PIN, a situation in which one piece cannot or should not move because it would leave another piece further along the line open to attack.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

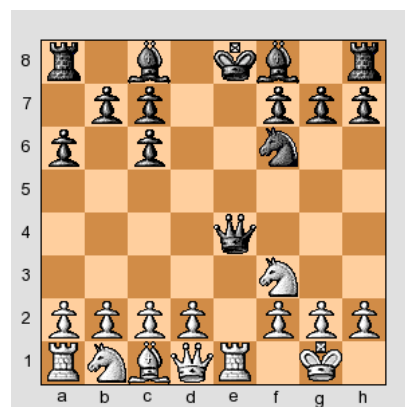
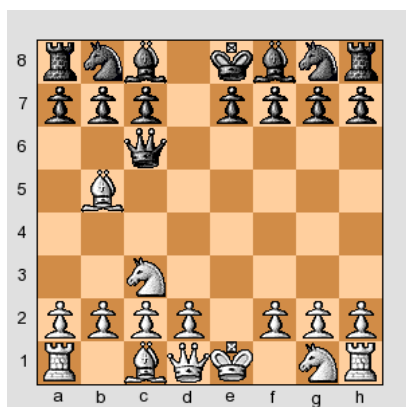
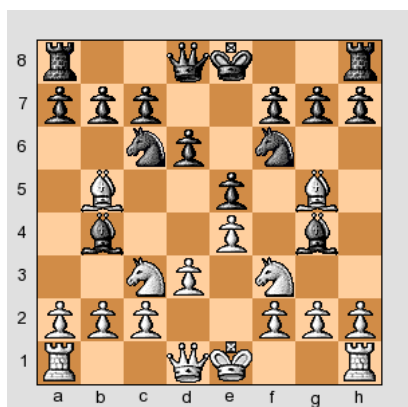
As above

Starter

Start by asking the students to define a skewer – a double threat by one piece acting in the same direction, in which the more valuable piece has to move out of the way, leaving the less valuable piece to be captured. Now explain that there is a more common situation where the less valuable piece cannot or should not move because there is a more valuable piece behind it. This is called a PIN. Pins occur in almost every game of chess. Many pins are just inconvenient, or even harmless, but some pins can be lethal, for instance when the pinned piece is more valuable than the pinning piece. As with skewers, only line pieces can pin. Ask students which are the line pieces: bishops, rooks and queens.

Explanation

Start by setting up the position on the left, and ask the students to do the same. Explain that in the opening bishops are very often developed on these squares. Ask the students what they notice about the knights, and what the difference is between the knights on c3 and c6 and the knights on f3 and f6. They should tell you that all the knights are pinned by the enemy bishops. Further, they should point out that the knights on c3 and c6 CANNOT move because they would expose their king to check, which is illegal. The knights on f3 and f6 CAN move, but they SHOULD NOT do so because they would leave their queen open to capture. Observe that it is a very common mistake to move the knight in this sort of position and lose your queen.



Explain that these pins are not really a problem as long as you're careful. But other pins are a problem. Set up the position in the middle on the demo board and ask the students what's happening. (If you prefer, set up the position with the bishop on f1 instead of b5 and ask them to find the best move for White.) Ask the students to explain what is happening. They should tell you that the black queen cannot move away because it is PINNED by the white bishop. They should also tell you that the bishop on b5 is defended by the knight on c3, so there is no way for Black to avoid losing his queen.

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Then set up the position on the right. (Again, if you prefer, set it up with the rook on f1, not e1, and ask the students to find the best move for White.) Again, ask what is happening. This time they should say that the white rook is pinning the black queen to the king and, again, there is no way that the queen can save herself from capture.

Finally point out that these examples show you firstly why it's dangerous to bring your queen out in the opening, and secondly why, if there's been or could be an exchange of pawns in the centre, you should castle as quickly as possible. In the last example, White castled partly to make his king safe and partly so that his rook could come out and pin the black queen.

Activities

Children will start by completing worksheets in which they have to find pins which win material.

While the children play their games, ask them to raise their hands if they see a pin in their games. Ensure that they have correctly understood the concept of the pin. Ask them whether or not the pin is going to win material. Remind them to be careful not to move the pinned piece. If the games are starting with the e-pawns moving two squares, look for bishops pinning knights as in the first diagram above. Encourage them not to bring their queen out too soon and encourage them to castle quickly if there is, or could be, a pawn exchange in the centre.

Plenary

Start by asking the children to define a pin. Ask which pieces can use a pin (line pieces: bishops, rooks and queens) and ask the difference between a pin and a skewer, and between pins that win material and pins which don't win material.

Set up the starting position on the demo board and ask the students to do the same. Now move the white pawn from e2 to e4 and the black pawn from d7 to d5. Explain that, although some strong players like to play this move, you have to be very careful about bringing the queen out early in the game.

Now the white pawn on e4 captures the black pawn on d5, and the black queen captures the white pawn. Now ask how White can develop a piece and threaten the black queen. They should suggest moving the knight from b1 to c3. Now move the black queen from d5 to c6. Tell them they've seen this position before and ask if they can remember White's best move (bishop from f1 to b5, pinning the black queen). Return the queen to d5 and ask them to find a better move for Black. Many will suggest moving the queen to e5 or e6 because it's check. Explain that these are not the best moves because White can easily block the check and then attack the queen again. It's important to get your pieces out quickly so that you can start attacking. If you bring your queen out too soon your opponent can gain time by attacking it and get his pieces out first. You might like to add that the most popular square for the queen is a5, so that the knight on c3 will be PINNED once White moves his d-pawn, but that some people move the queen to d6 or d8.

Assessment criteria

Successful completion of worksheets in which pins which win material have to be found. Where appropriate, the ability to look for and find pins in their own games.

Vocabulary used

Pin, Pinning, Pinned piece

CSC Curriculum – Term Three Lesson Plans

Core Lesson 23: Using Pins

Learning Objectives

To continue the study of pins, looking at two ways of exploiting pins to win material: attacking a pinned piece and taking advantage of a pin to capture a piece or move to a square which appears to be well defended.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate, pin.

Equipment

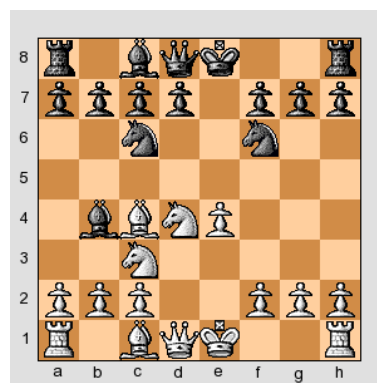
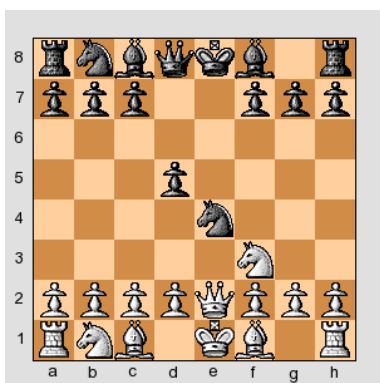
As in lesson one

Starter

Start by asking the students to define a pin – a situation in which a piece cannot or should not move because by doing so, it would expose a piece on the same line to check or capture. Explain that last week they saw that sometimes you could use a pin to win material when the pinned piece is more valuable than the pinning piece. They also saw that some pins can be just inconvenient or totally harmless. Continue by saying that in this lesson they will be learning about two other ways in which they can use a pin to win material.

Explanation

Start by saying that one way we can use a pin to win material is by attacking the pinned piece again with a weaker piece. Set up the diagram on the left on the demo board. Ask the students if they can find a pin. They should tell you the white queen is pinning the black knight to the king. Now ask if it is a good idea for the white queen to capture the knight. They should tell you it is not a good idea because the pawn on d5 is defending the knight. Explain that if you could attack the knight with a weaker piece you would be able to win it because it wouldn't be able to move away. Ask what move they would play in order to do this. They should tell you that they would move the pawn from d2 to d3. Ask them to explain exactly why this is a good move. They might also suggest moving the knight from b1 to c3. Explain that this is not quite so good because Black can unpin by moving a bishop to e6 or e7. They might also suggest moving the pawn from c2 to c4. This sets a trap but Black doesn't have to fall for it by taking the pawn. Explain that you should prefer a move which gives you a good position whatever happens, to a move which only gives you a good position only if your opponent does what you want.



Now set up the position on the right. Tell the students that it's Black's move and ask if they can find a pin. They should tell you that the bishop on b4 is pinning the knight on c3. Now ask what the white knight on c3 is defending: they may say that it's defending the pawn on e4. Someone might tell you that it's not actually defending the pawn because it cannot move. If not, you will have to point this out. Now ask how Black can capture a pawn safely in this position. They should now be able to say that Black can capture the pawn on e4 safely: it is safe from capture because the knight on c3 is PINNED. (Black could also capture the knight on c3 with his bishop first, and then capture on e4.)

CSC Curriculum – Term Three Lesson Plans

Activities

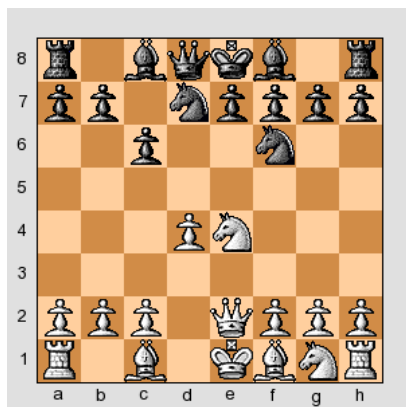
Children will start by completing worksheets in which they have to use pins to win material.

Whilst the children play their games, ask them to raise their hands if they see a pin in their games. Ensure that they have correctly understood the concept of the pin. Ask them whether or not the pin is going to win material. Remind them to be careful not to move the pinned piece. Ask them if they can find a way to attack the pinned piece again. Also look for situations when the pinned piece only appears to defend a piece which is under attack.

Plenary

Start by asking the children to define a pin. Now ask them to explain two ways of using a pin to win material. They should be able to tell you about attacking a pinned piece with a weaker piece and about capturing a piece because a pinned piece does not defend it.

If there is time, set up the starting position on the demo board and ask the students to do the same. Now move the white pawn from e2 to e4 and the black pawn from c7 to c6. Then move the white pawn from d2 to d4 and the black pawn from d7 to d5. Explain that Black is threatening to take the pawn on e4 for free, so White defends it by moving his knight from b1 to c3. Black then chooses to exchange the pawns so he uses his pawn on d5 to capture the white pawn on e4 and White then recaptures this pawn with his knight on c3. (ADD ANOTHER DIAGRAM) Now Black moves his knight from b8 to d7 and White moves his queen from d1 to e2. Explain that this is not the best move as it restricts the movement of his bishop on f1 but it sets a trap which is very easy for Black to fall into. Now move the black knight from g8 to f6. At this point, ask them which black piece is pinned. They should tell you that the black pawn on e7 is pinned by the queen. Explain that this is not easy to see – the white knight on e4 needs to be removed in order for the pin to become effective. The pin means the e7 pawn can advance but cannot capture.



Now ask how White could use the pin. They may suggest taking the knight on f6 – this is only an exchange because Black can recapture with the knight on d7 or the pawn on g6. The correct answer is that White should move his knight from e4 to d6 – this is CHECKMATE: the pawn on e7 is PINNED so cannot capture the knight. A checkmate with a knight where the king is entirely surrounded by his own pieces is called a SMOTHERED MATE.

Assessment criteria

Successful completion of worksheets in which pins can be used to win material. Where appropriate, the ability to look for, find and exploit pins in their own games.

Vocabulary used

Smothered Mate, unpin

CSC Curriculum – Term Three Lesson Plans

Core Lesson 24: The Two Rook Checkmate

Learning Objectives

To learn how to checkmate with two rooks against a king. To learn about multi-stage plans and how to follow them.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

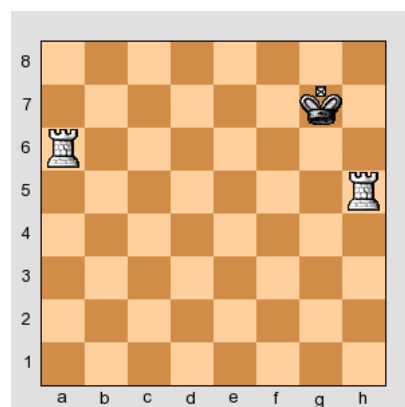
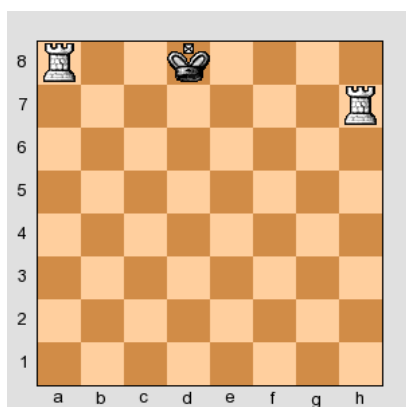
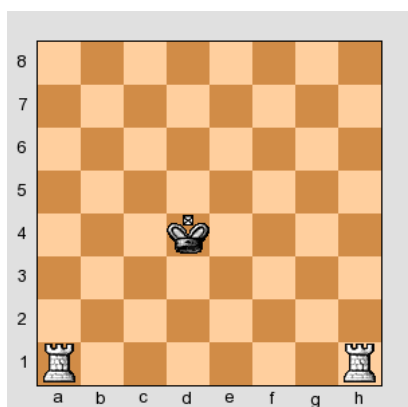
As in lesson one

Starter

Start by saying that you can sometimes reach a position where you are winning easily but you can't work out how to finish off your opponent by getting checkmate. But if you have two rooks, or, better still, a queen and a rook, or even two queens, there's a simple plan you can follow which will make it easy for you.

Explanation

Start by setting up the position on the left on the demo board and ask the students to set it up on their boards as well. Explain that a white king is not needed for this exercise. Ask for a volunteer to come up and checkmate you with the two rooks. If he/she checks you horizontally move straight back. If they check vertically or play a non-checking move try to head for the centre. If they can't do it ask for another volunteer instead. Don't spend too long on this. Now demonstrate the correct way, as follows. Explain that the two white rooks are going to take it in turns to check the black rook. White rook from a1 to a4: black king from d4 to d5: white rook from h1 to h5: black king from d5 to d6: white rook from a4 to a6: black king from d6 to d7: white rook from h5 to h7: black king from d7 to d8: white rook from a6 to a8 (centre diagram below). If they were unable to do this before the demonstration ask for another volunteer to repeat the white moves against you. Now explain that you can make it harder for them, and ask for another volunteer. This time you start as follows. If the student doesn't repeat the moves above, give a prompt. White rook from a1 to a4: black king from d4 to e5: white rook from h1 to h5: black king from e5 to f6: white rook from a4 to a6: black king from f6 to g7. You will now have reached the diagram on the right. At this point the volunteer should realise that there's a problem. Ask what the problem is: if White continues with his plan at once the rook will be taken on h7. Give the volunteer some time to come up with a plan. Often they will make random moves such moving the rook from h5 to g5 with check, which doesn't help.



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If he/she is unable to find a plan, ask for another volunteer, but don't give them too long. Explain, if necessary, that there are two good plans. The first plan is to move the rook on h5 over to the other side of the board where he is safe from the enemy king. Demonstrate if necessary from the diagram on the right: white rook from h5 to b5 (not a5 where the other rook is in the way), black king from g7 to f7: white rook from b5 to b7: black king from f7 to e8: white rook from a6 to a8. If you wish, return to the right hand diagram again to demonstrate another plan: white rook from h5 to h6 (now the rooks are defending each other): black king from g7 to f7: white rook from h6 to h7 (a6 to a7 is equally good): black king from f7 to g8: white rook from a6 to a7: black king from g8 to f8: white rook from h7 to h8 (or a7 to a8).

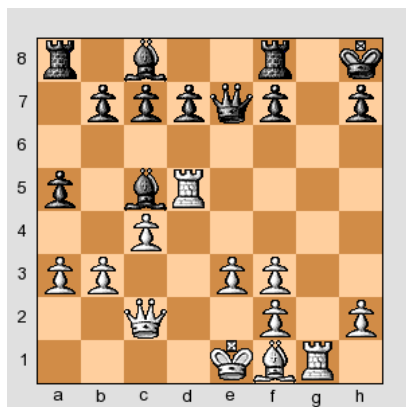
Activities

Children will start by completing worksheets about the two rook checkmate. Then they will take it in turns to play it out against each other or against you, starting from the left hand diagram above until you are satisfied that they know and understand it.

For the rest of the session, children can play games against each other.

Plenary

Start by asking the children to explain in words how you can force checkmate with two rooks. Explain about how you follow a multi-stage plan (algorithm).



If there is time, set up this position on the demo board. Explain that it is White's move and ask them to suggest a move. If they don't find the answer straight away tell them to think about what the two rook checkmate looks like and how they might use that idea in this position. Explain that they are going to have to LOOK AHEAD to find the answer. The correct answer is that White captures the pawn on h7 with his queen. Black has to take with his king. Then the white rook moves to h5 to checkmate the black king. Demonstrate these moves on the board and explain that it's the same checkmate with two rooks that they learnt in the lesson, but with other pieces on the board. Explain that White played a QUEEN SACRIFICE to force checkmate – the most exciting thing you can do in chess! A sacrifice is when you give up material deliberately, usually because you've foreseen that you will either get checkmate or win the material back. To be able to play like that you need to do two things: to LOOK AHEAD and to remember the checkmate patterns.

Assessment criteria

Successful completion of worksheets about the two rook checkmate. Where appropriate, the ability to look for and find discovered checks and discovered attacks in their own games.

Vocabulary used

Sacrifice

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Core Lesson 25: Discovered Checks and Discovered Attacks

Learning Objectives

To learn how to deliver and discovered check/discovered attack and how to use these to gain an advantage.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

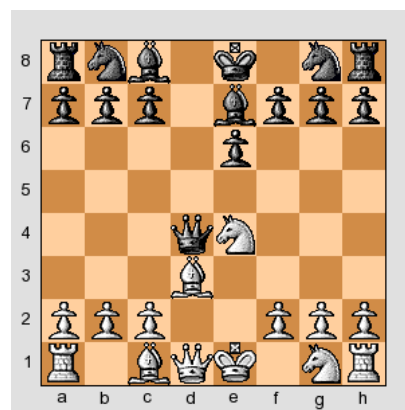
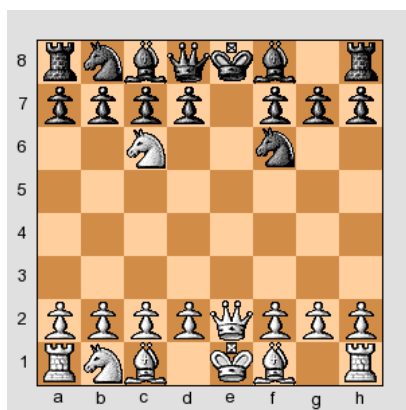
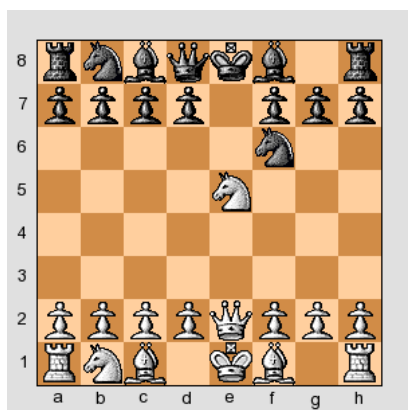
As in lesson one

Starter

Start by explaining that they've learnt several ways of winning pieces by creating two threats at the same time with the same piece. Ask the students to give examples of this. They should mention forks, pins and skewers. Continue by saying that sometimes you can win pieces by creating two threats at the same time with different pieces. You can do this by moving a piece that's in the way and opening up a line of attack by a LINE PIECE: a queen, rook or bishop.

Explanation

From the starting position, play these moves. White pawn from e2 to e4: black pawn from e7 to e5: white knight from g1 to f3: black knight from g8 to f6: white knight on f3 takes black pawn on e5: black knight on f6 takes white pawn on e4. Explain that so far Black has been copying White's moves. Now move the white queen from d1 to e2. Explain that the queen is threatening the black knight and is also in line with the black king. Black doesn't want to lose his knight so moves it back to f6, giving the diagram on the left below.



Explain that, with a pin, there's an enemy piece between your attacking piece and the enemy target. But here one of your pieces, the knight, is between the white queen and the black king. Ask for suggestions as to what move White should play. When a knight move is suggested point out that this is a good idea because now the white queen is checking the black king. Explain that this is called a DISCOVERED CHECK. White can move his knight to any one of eight squares and each one will leave the black king in check. Ask again, assuming the first knight move was not the correct answer, which the best knight move would be. There are four OK moves, two bad moves and two good moves. (OK moves: knight to c4, d3, f3 or g4, BAD moves: knight captures the pawn on d7 and knight captures the pawn on f7, GOOD moves: knight to c6 and knight to g6). The best move is to move the knight to c6 (centre diagram). Explain that the white queen is checking the black king while the white knight is threatening the black queen. Whether Black blocks the check by moving the bishop from f8 to e7, or by moving the queen from d8 to e7, the white knight will be able to capture the black queen.

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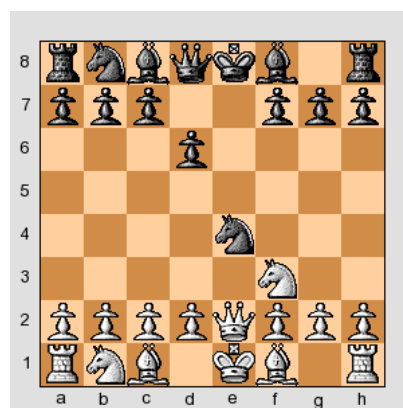
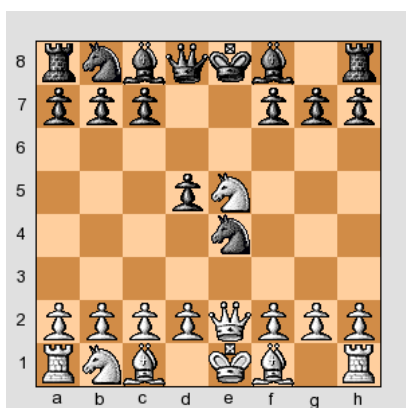
Now set up the position on the right above. (If you want to play through the moves they are: white pawn from e2 to e4: black pawn from e7 to e6: white pawn from d2 to d4: black pawn from d7 to d5: white knight from b1 to c3: black pawn on d5 captures on e4: white knight on c3 captures on e4: black bishop from f8 to e7: white bishop from f1 to d3: black queen on d8 captures on d4.) Ask what move they would play for White here. Note the line-up of pieces on the d-file: white queen, white bishop, undefended black queen. The correct answer is to move the bishop from d3 to b5. This is CHECK: demonstrate that Black has to get out of check and next move White will be able to capture the black queen. This is a DISCOVERED ATTACK. By moving the bishop White opens up an attack by the white queen on the black queen. A DISCOVERED CHECK is also a DISCOVERED ATTACK.

Activities

Children will start by completing worksheets in which they have to find discovered attacks or discovered checks. After successful completion of the worksheets they will, as usual, play games. Ask them to look out for discovered attacks or discovered checks and to raise their hands if they find one.

Plenary

Start by asking the children to explain in words the concepts of DISCOVERED CHECK and DISCOVERED ATTACK. Now set up the position for the start of the game. Repeat the moves leading to the first diagram (pawns to e4 and e5, knights to f3 and f6, then the knights capture on e5 and e4). Ask what White played here: they should tell you to move the queen from d1 to e2. Now move the black pawn from d7 to d5, giving the position below, and ask what move they'd play for White.



The best move is to advance the pawn from d2 to d3 to threaten the knight. Moving the pawn from f2 to f3 is not so good because Black can move his queen to h4 with check.

If you have time, return to the position after White has captured on e5 and explain that Black's best move here is not to capture the pawn but first to threaten the white knight by moving the pawn from d7 to d6. White retreats his knight, usually to f3 and now Black captures on e4 with his knight. Now if White moves his queen to e2 (he has alternatives) we reach the position on the right. Point out that White is PINNING and threatening the black knight. It cannot move so Black has to defend it. What is his best move? The answer is that he should move his queen to e7 to UNPIN the knight. If he plays anything else (for instance, moving his bishop to f5), White can threaten the pinned piece again by moving his pawn from d2 to d3.

Assessment criteria

Successful completion of worksheets about discovered checks and discovered attacks. Demonstration of the ability to checkmate with two rooks from the starting position above when Black defends by approaching one of the rooks.

Vocabulary used

Discovered Attack, Discovered Check, Undefended

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Core Lesson 26: Decoy and Destroy

Learning Objectives

To learn about tactical ideas involving removing a defending piece, either by forcing it to move away or by capturing it.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate, sacrifice.

Equipment

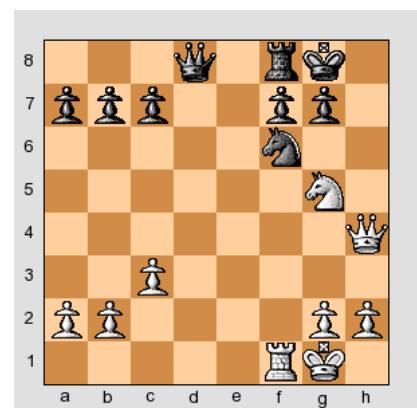
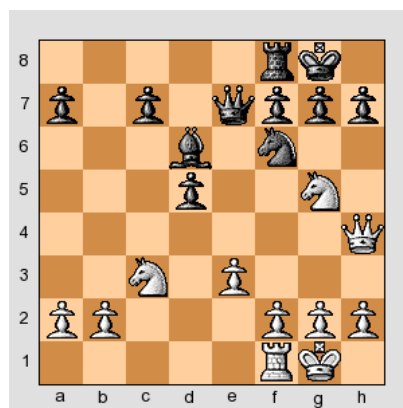
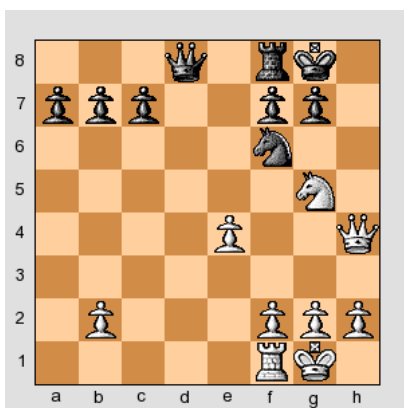
As in lesson one

Starter

Start by explaining that they've learnt all about winning pieces by creating two threats at the same time. Ask them to name some of these: fork, pin, skewer and discovered check/attack. Continue by saying that sometimes you can win pieces by creating two threats at different times. In this lesson we're going to look at how you can do this.

Explanation

Set up the position on the left on the demo board. Explain that White would like to move his queen to h7, which would be checkmate (KISS OF DEATH) and ask why that wouldn't be a good idea. They should tell you that the knight on f6 is defending the h7 square. Now ask if they can find a way of trying to get the knight to move away. Again, they should tell you that you should move the pawn from e4 to e5 to threaten the knight. Now if the knight moves away, say to d5, White will get checkmate. If it moves to h5 White will just take it with his queen. And if it stays where it is, White will just take it with his pawn next move. Explain that we're DECOYING the knight by trying to distract it from its task of defending the h7 square. Some books call this sort of move a DEFLECTION.



Now set up the position in the middle diagram above. Explain that this is a similar idea. How can White try to get the black knight to move away? This time they should tell you that White should capture the pawn on d5 with the knight on c3. Demonstrate that this move attacks the black queen as well as the knight. If Black captures the knight White will again mate on h7. If Black moves his queen, White will take the knight on f6 (which is also check) and next move will once again mate on h7. Finally, if Black moves his pawn from h7 to h6 to stop the mate, White will just capture the black queen. In a way this is like a PIN because the knight on f6 can't move. We also talk about the knight on f6 being an OVERWORKED PIECE. It is doing two jobs: defending both d5 and h7, and cannot perform both jobs at the same time.

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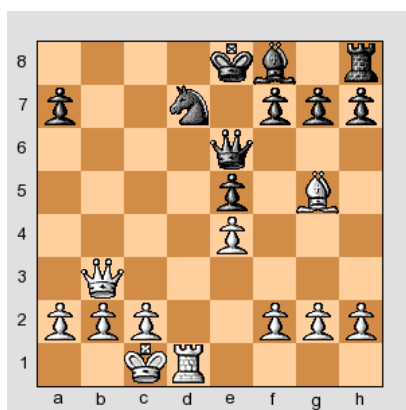
Finally, set up the position on the right and ask the students what White should play in that position. They should tell you that the rook on f1 should capture the knight on f6. This time, instead of trying to get the knight to move we capture it. It's a SACRIFICE because Black can capture the rook, which is more valuable than the knight. But if you LOOK AHEAD you'll see that if Black captures the rook, White will win the game by checkmate. You might like to ask for Black's best defence, which is to move the queen to d3 (or to check on d1 first) to defend the h7 square. But then White can just retreat his rook and remain a knight ahead.

Activities

Children will start by completing worksheets in which they have to solve puzzles based on the ideas of decoying and destroying defenders. After successful completion of the worksheets they will, as usual, play games. Ask them to look out for the opportunity to play this sort of move in their games. When they are playing, go round watching the games and ask the students about what they are thinking of playing, what they think their opponent will do next, and what they plan to do after that.

Plenary

Start by asking the children to explain in words the concepts of DECOYING and DESTROYING defenders which they learnt in the lesson. Now set up the position below. Tell the students that this is the end of one of the most famous games ever played and ask if they can find the best move for White, and give you the reason. (They may well find the right move accidentally. Only accept it with the right reason!) Tell them they need to look ahead, to think about what Black's next move is going to be, and what White would play after that.



The correct answer is to move the queen to b8, checking the black king. (Someone may suggest this thinking it's checkmate but not noticing that the knight can take it.) This move deflects the knight off the d-file and opens a line for the rook to move from d1 to d8, which is checkmate. Only accept the answer if the student has looked ahead and seen the checkmate in advance.

Explain that this was played by a brilliant American player called Paul Morphy more than 150 years ago, in 1858. If you like, and if you have time, show them the complete game:

1.e2-e4 e7-e5 2.Ng1-f3 d7-d6 3.d2-d4 Bc8-g4 4.d4xe5 Bg4xf3 5.Qd1xf3 d6xe5 6.Bf1-c4 Ng8-f6 7.Qf3-b3 Qd8-e7 8.Nb1-c3 c7-c6 9.Bc1-g5 b7-b5 10.Nc3xb5 c6xb5 11.Bc4xb5+ Nb8-d7 12.O-O-O Ra8-d8 13.Rd1xd7 Rd8xd7 14.Rh1-d1 Qe7-e6 15.Bb5xd7+ Nf6xd7 16.Qb3-b8+ Nd7xb8 17.Rd1-d8 mate

Assessment criteria

Successful completion of worksheets about the tactics of decoy and destroy. Where appropriate, the ability to look for and find moves of this nature in their own games.

Vocabulary used

DECOY, DESTROY, DEFLECTION, OVERWORKED PIECE

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Core Lesson 27: King and Queen Checkmate

Learning Objectives

To learn how to force checkmate with king and queen against king.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

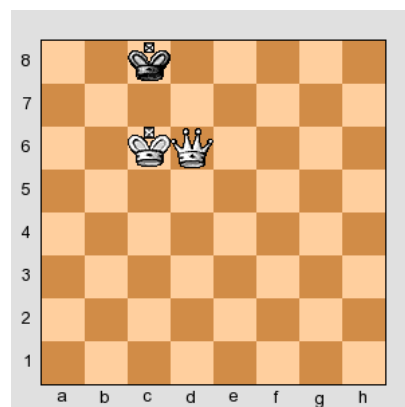
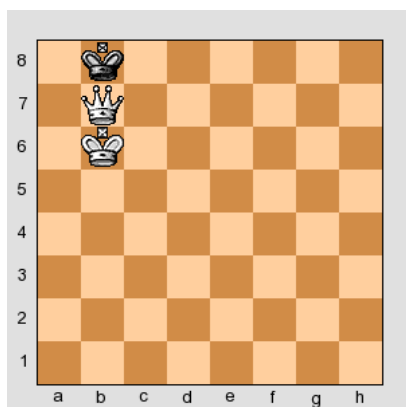
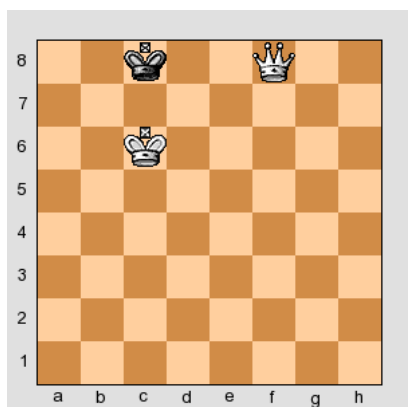
As in lesson one

Starter

Start by explaining that they are going to learn how to force checkmate with a king and queen against just a king. Explain that they will sometimes end up with this, often because they have promoted their last pawn. It's an important skill that every chess player needs to learn. Like the checkmate with two rooks, a multi-stage plan has to be followed. It also helps if they can recognize the checkmate and stalemate positions.

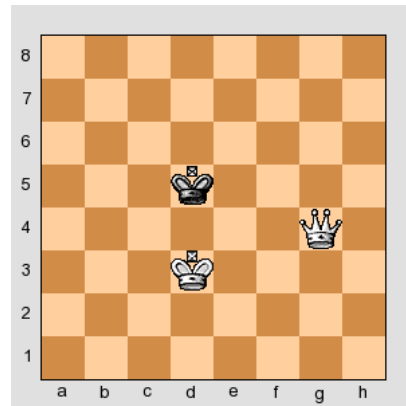
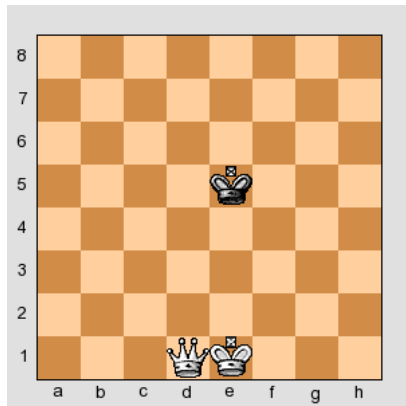
Explanation

Start by reminding the students of the two basic checkmate positions. On the left is the GUILLOTINE – note that this would also be checkmate with the black king on d8 as the white queen controls the e7 square. The position in the middle is the KISS OF DEATH – the white king could also be on a6 or c6. The position on the right, with black to move, is STALEMATE and must be avoided. It's still stalemate if the white king is on b6, a6, a7 or a8. Now move the white king back to c5 and explain that there is a simple rule to remember. When the enemy king is on the edge of the board (here the 8th rank) place your queen on the next row (here the 7th rank). Demonstrate this by moving the queen to e7. Explain that Black has to move to b8. Now the white king can move to b6 and the following move White will get checkmate.



Now set up the position in the diagram on the left below and explain that this is where we start from. Ask the students to set it up on their boards and follow the moves. We decide that we're going to checkmate the black king on the 8th rank so we have to force him back one row at a time. We start by moving the white queen onto the next row to the black king, here the 4th rank. At this point move the queen to g4. Black tries to stay in the centre – move the king to d5. Now White needs to place his king TWO rows away from the black king, which will take two moves. Play these moves: white king to d2, black king to e5, white king to d3, black king to d5.

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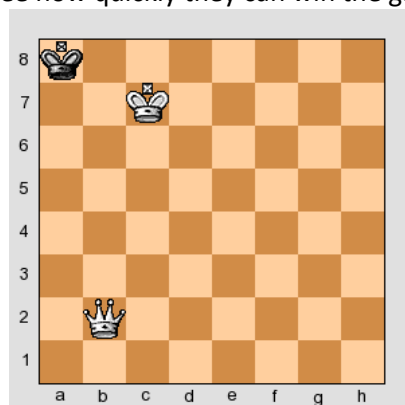
You're now at the diagram on the right above. Explain that you can now force the black king to retreat by checking on d4 or on the 5th rank. We'll move the queen to f5 to be close to the black king and so that when he retreats the queen will already be in place. Now continue demonstrating these moves: black king to d6, white king to c4 (to put the king two rows away), black king to c6, white queen to e6 with check, black king to b7, white king to c5 (again two rows away), black king to c7, white king to e7 with check, black king to b8, white king to b6, black king to c8, and now ask the students to find two checkmates for White. They should tell you queen to c7 or queen to e8.

Activities

Children will start by completing worksheets in which they have to solve puzzles based on the king and queen checkmate. They will then pair off and take in turns to try to mate with king and queen against king. Go round and observe that they are completing the task successfully. Watch out for players who stalemate rather than checkmate their opponents and offer help if they are finding it hard. When students are confident about completing this task successfully they can play complete games.

Plenary

Start by asking the children to explain in words the plan to get checkmate with king and queen against king. Get them to demonstrate checkmate and stalemate positions on the demo board. If you like, set up some positions where White is close to checkmate and see how quickly they can win the game.



Then set up this position and ask how many different ways White has of checkmating Black this move. The correct answer is 5: on a1, a2, a3 (all GUILLOTINE), b7 and b8 (both KISS OF DEATH).

Assessment criteria

Successful completion of worksheets about king and queen against king. Demonstration of ability to checkmate with king and queen against king over the board.

Vocabulary used - none

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Core Lesson 28: Mate in 2

Learning Objectives

To learn how solve Mate in 2 puzzles and to recognize some typical checkmate patterns. To learn about looking for checks, captures and threats every move of every game.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

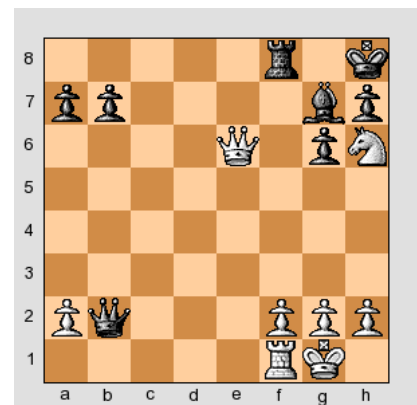
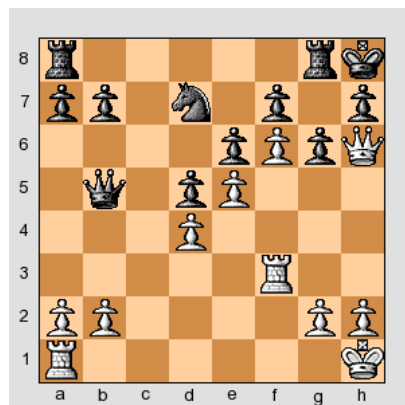
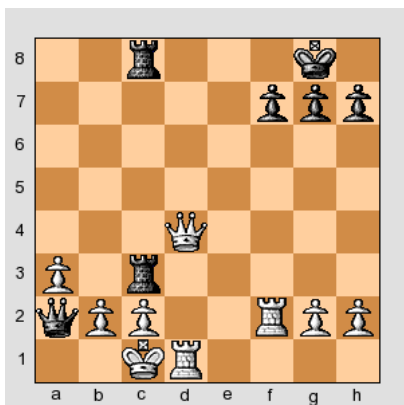
As in lesson one

Starter

Start by reminding the students that they have already seen a couple of positions where you SACRIFICE your queen to get checkmate next move. Sacrificing your queen is perhaps the most exciting thing you can do in chess. It doesn't happen very often but you don't want to miss the opportunity when it arises. If you spend time solving puzzles, though, you'll often get the chance. You'll also learn some more checkmate patterns and get more practice in looking ahead.

Explanation

Start by setting up the position on the left. Explain that the first queen sacrifice they play in a real game may well look something like this. It's a checkmate pattern they've seen before so they should be able to find the answer if they look ahead. Every move of every game you should look for CHECKS, CAPTURES and THREATS. If you're given a checkmate puzzle to solve you have to look at every possible check. Even if it looks like a mistake at first, if you look ahead you might find out that it's really a good move. Now ask for the answer to the puzzle. They should be able to tell you that they'd move the queen to d8. Black has to capture with the rook and next move White's rook will take it back with a BACK RANK MATE.



Now set up the position in the middle diagram above. When you ask for the answer, make sure they give you the complete solution – White's move, Black's reply and White's checkmate. They should be able to find: white queen takes black pawn on h7 – check, black king takes queen, white rook to h3 – checkmate. Explain that this is like a back rank mate, but on the side of the board instead of on the back rank.

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Finally, set up the position on the right. This time the answer (again the complete solution is required) is queen to g8 – check, rook takes queen (king takes queen is not possible because of the knight on h6), knight to f7 checkmate. Ask if they remember the name of the knight checkmate where the king is surrounded by his own pieces – it is **SMOTHERED MATE**. Explain that the queen sacrifice leading to **SMOTHERED MATE**, along with the moves before it, is called **PHILIDOR'S LEGACY** – Philidor was a Frenchman who was the world's strongest and most famous chess player in the 18th century. He was also a composer of operas and other music, some of which is still played today.

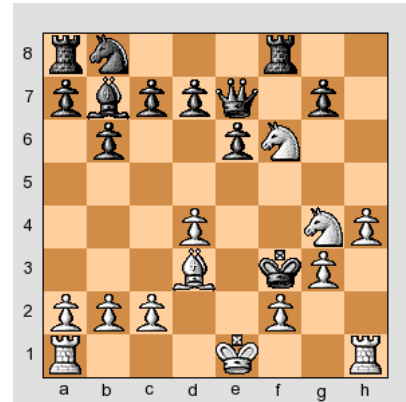
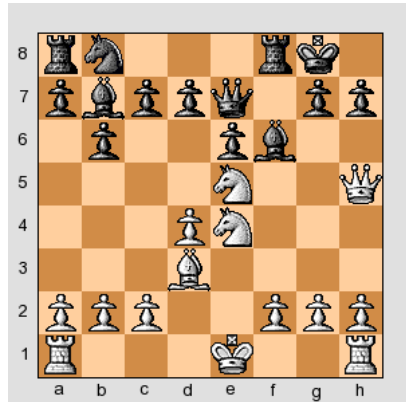
Activities

Children will start by completing worksheets in which they have to solve puzzles where they have to find a queen sacrifice leading to mate in two. They should indicate the complete solution, either by using arrows, in words, or using chess notation.

After successful completion of the worksheets they will, as usual, play games. When they are playing, go round watching the games and ask the students about what they are thinking of playing, what they think their opponent will do next, and what they plan to do after that.

Plenary

Explain that, while they can now look two moves ahead, strong and experienced players can look a lot further ahead. With practice, they'll be able to do the same thing themselves. Set up the position below (it would save time if you do this while they're playing their games) and ask them what move they think White played here. If they want a clue tell them it starts with a queen sacrifice. When demonstrating this position ask the students for the next move at each turn.



White starts with a **QUEEN SACRIFICE** – white queen takes black pawn on h7 – check. Black has no choice, his king must take the queen. Ask for the next move – the white knight on e4 takes the black bishop on f6. This is a **DOUBLE CHECK** – the knight move checks the king while also opening up a **DISCOVERED CHECK** from the bishop on d3. Now if the black king moves back to g8 White checkmates by moving his knight from e5 to g6. So Black advances his king to h6 instead. White next moves the knight from e5 to g4 – check, and black can only move his king to g5. White then moves his pawn to h4 (pawn to f4 is equally good) – check, and black again has only one move – king to f4. White checks again by moving his pawn from g2 to g3 and black has to move his king to f3.

Here (right hand diagram above) White has several ways to win. Quickest is to castle king-side (or play Kf1) to stop the black king moving to g2. Whatever Black plays, White mates next move by playing his knight to h2. But in the game White preferred to continue checking. He moved his bishop from d3 to e2 – check and black had to move his king to g2. Next, White moved his rook from h1 to h2 – check (castling queen-side also mates next move), black had to move his king to g1, and now White has a choice of two checkmates. He chose to move his king to d2 (**DISCOVERED CHECK**) but could equally well have castled queen-side.

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Explain again that strong players can work this sort of thing out in their head without moving the pieces. If you want to become a strong player you have to train yourself to do this, partly by solving lots of puzzles, and partly by trying to think ahead, looking for CHECKS, CAPTURES and THREATS for both sides, when you're playing chess.

Assessment criteria

Successful completion of mate in 2 worksheets. Demonstration of ability to look ahead and predict their opponent's next moves in their games.

Vocabulary used

Philidor's Legacy, Double Check

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Core Lesson 29: Basic Openings

Learning Objectives

To learn the names, first moves and objectives of the most important double king-pawn openings.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate, basic opening principles.

Equipment

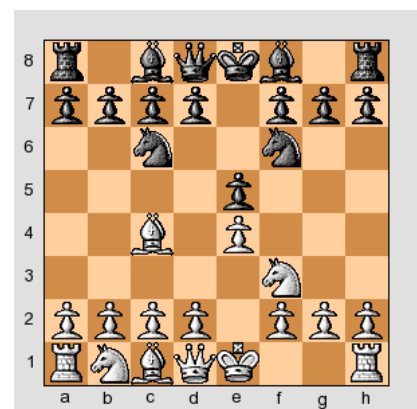
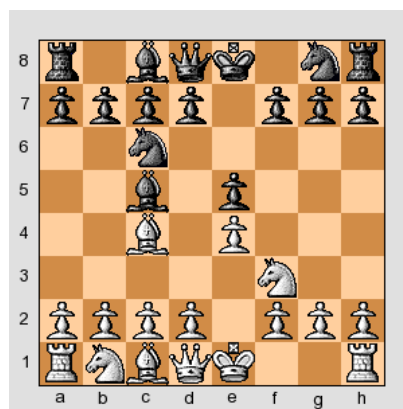
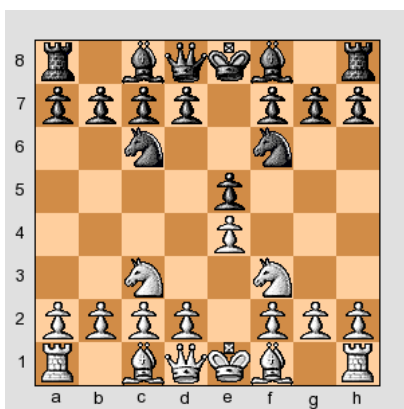
As in lesson one

Starter

Start by saying that chess has been played in its current form for more than 500 years. During that time the best players have worked out the best ways of starting the game. The best openings have been given names: sometimes they are named after a place where they were played, sometimes after someone who played or wrote about them, or sometimes their names describe them in some way. You can, if you like, experiment for yourself to see what happens if you start the game in different ways, but you will become a strong player much more quickly if you study the moves that other people have worked out.

Explanation

Start by asking if the students remember the three things you're trying to do at the start of the game. If they've forgotten, remind them. 1. Control the centre. 2. Develop your knights and bishops. 3. Make your king safe, usually by castling. Then remind them that a good way for both players to start is to move the pawn in front of your king two squares. Ask why this is a good move – good answers are: it controls the centre, helps you develop your bishop and queen, and therefore helps you castle quickly. Play these moves on the demo board and ask the students to do the same on their boards. Now remind them that the usual move for White here is to move the knight from g1 to f3. Play this move on the board and ask why this is a good move. Good answers are: it develops a piece, helps control the centre, threatens the pawn on e5, helps you to castle quickly. Now tell them that Black should either defend his pawn or attack the white pawn on e4. Usually he chooses to defend the pawn by moving his knight to c6. Play this move on the demo board and tell them that in this lesson we're going to look at some ways in which the game might continue from this position.

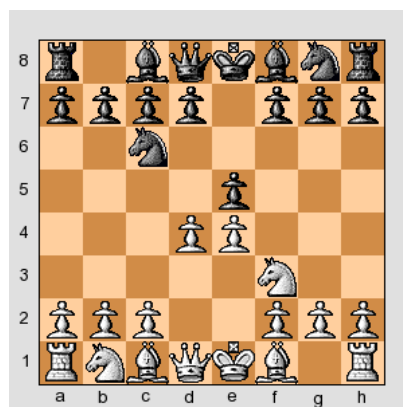
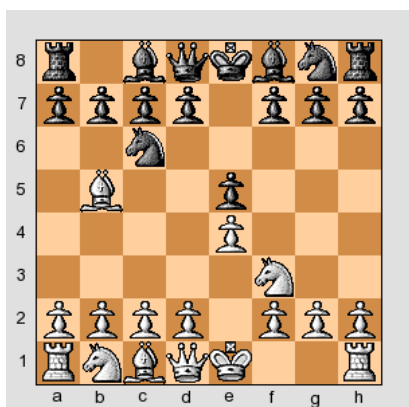


Now explain that one move White could play is to move the other knight out from b1 to c3. Black usually replies by moving his other knight out from g8 to f6 (diagram on the left). Tell them that this is called, for obvious reasons, the **FOUR KNIGHTS GAME**. Next, say that another good idea for White is to move the bishop from f1 to c4, developing a piece, attacking the pawn on f7 and preparing to castle. A popular reply for Black is to move his bishop from f8 to c5

CSC Curriculum – Term Three Lesson Plans

(centre diagram). This is called the ITALIAN GAME or GIUOCO PIANO (which means QUIET GAME) in Italian). Black could also move his knight from g8 to f6 (diagram on the right) – that is called the TWO KNIGHTS DEFENCE.

Instead of moving the bishop to c4 White could also move it to b5 (diagram on the left below). This is the move most strong players prefer. It develops a piece, gets ready to castle, and attacks the knight on c6 which is defending the pawn on e5. This opening is called the SPANISH GAME or RUY LOPEZ (Ruy Lopez was the name of a 16th century Spanish priest who wrote about this opening). Finally, another good 3rd move for White is to move the pawn from d2 to d4 (diagram on the right below), opening up a line for the other bishop and attacking the black pawn on e5 a second time. This is called the SCOTCH GAME. Demonstrate on the board that this move is safe. Black could capture with his pawn on e5 (the best move), then White could recapture with his knight on f3. Then if Black captures the knight that's now on d4 with his knight (not the best move), White could take back with his queen.



Activities

Children will start by completing worksheets to show that they can remember the names and moves of the openings they've just learnt.

Ask the children to choose one of these openings to play in their games. As you go round, check that they are playing the right moves and ask them the name of the opening.

Plenary

Explain to the students that there are many other good ways to start the game. It's just as good for White to start by moving the d-pawn two squares but these openings are rather harder to understand. There are also many other first moves for Black after White moves to e4. Moving from c7 to c5 (the Sicilian Defence) and from e7-e6 (the French Defence) are both popular. They've already seen that on Black's second move he can attack White's pawn by moving the knight from g8 to f6 – this is the Petroff or Russian Defence. He can also defend the pawn on e5 by moving his pawn from d7 to d6 which is the Philidor Defence – if you remember Philidor's Legacy, it is named after the same man. But you will learn more about these in later lessons next year.

Conclude with a quick quiz based on the names of the openings – select an opening and ask children to come up and demonstrate the first few moves of that opening on the demo board.

Assessment criteria

Successful completion of worksheets showing knowledge of moves and names. Demonstration of ability to remember and play these openings in their own games.

Vocabulary used

Four Knights Game, Giuoco Piano, Italian Game, Two Knights Defence, Ruy Lopez, Spanish Game, Scotch Game

CSC Curriculum – Term Three Lesson Plans

Core Lesson 30: King and Rook Checkmate

Learning Objectives

To learn how to force checkmate with king and rook against king.

Prior knowledge

Reading skills, understanding the moves of all the pieces, the values of the pieces, attack and defence, check, checkmate, stalemate.

Equipment

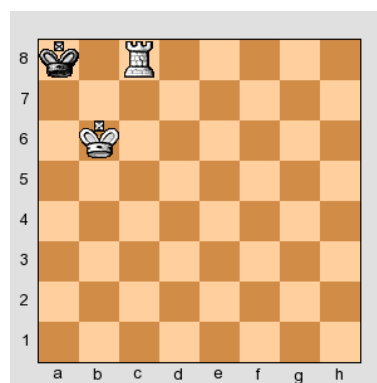
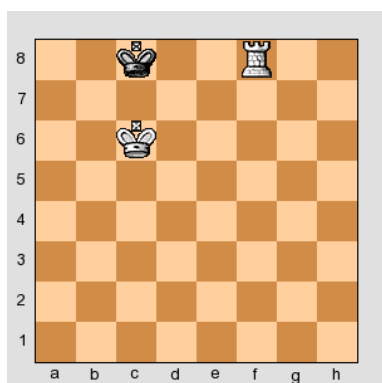
As in lesson one

Starter

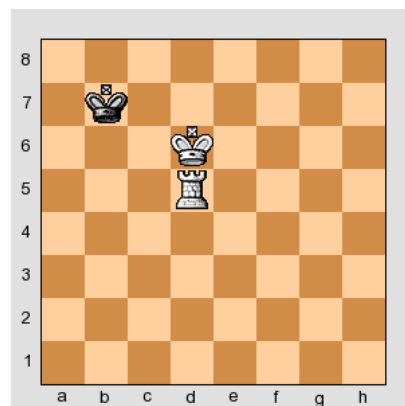
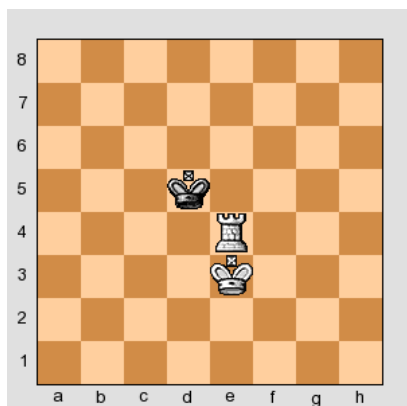
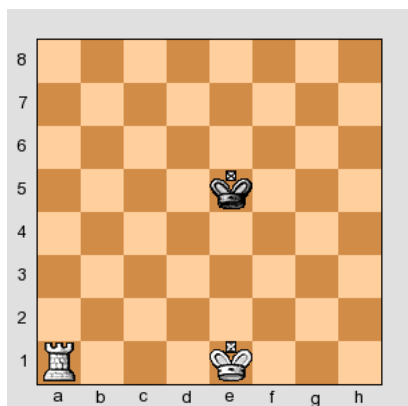
Start by explaining that they are going to learn how to force checkmate with king and rook against king. Again, this is something that may well happen in your games. Like the checkmate with king and queen, you have to follow a multi-stage plan.

Explanation

Start by reminding the students of the basic checkmate position. Set up the position on the left to demonstrate this. Explain that the plan they are going to see involves forcing the king into the corner, where the checkmate will look like the position in the middle diagram.



Now set up the position in the diagram on the left below and explain that this is our starting position. We start in the same way as with the king and queen: first place the rook on the 4th rank, one rank away from the enemy king, and then move the king to the 3rd rank, two rows away from the king. Demonstrate by playing the following moves, and ask the students to play the same moves on their boards: white rook to a4, black king to d5: white king to d2, black king to e5: white king to e3, black king to d5. Now move the white rook to e4, giving the middle diagram below.



CSC Curriculum – Term Three Lesson Plans

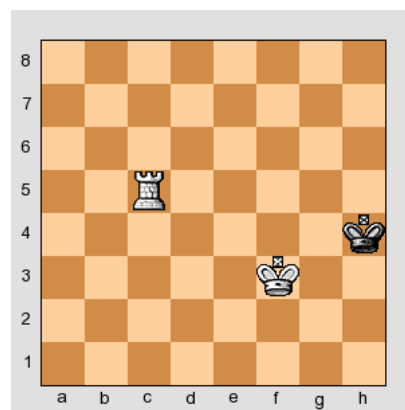
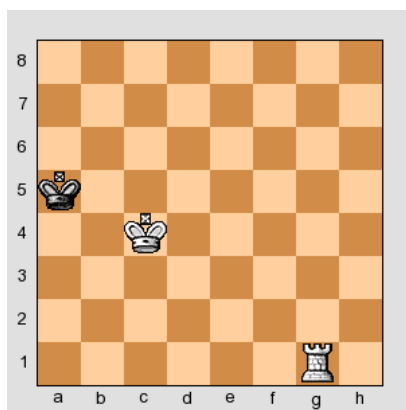
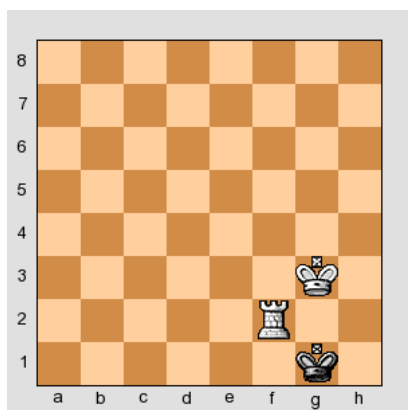
Demonstrate how the white rook creates two sides of a box of 16 squares (4x4). For the next few moves we're going to follow a plan. If we can play a rook move to make the box smaller we do so. If not, we make a king move. Now play these moves: black king to c5: white rook to d4 (box is now 12 squares (3x4)), black king to c6: white king to e4, black king to c5: white king to e5, black king to c6: white rook to d5 (box is now 9 squares (3x3)), black king to b6: white king to d6: black king to b7. We're now at the diagram on the right. Explain that we can continue our plan by moving the rook to c5 but there's a short cut. If we move the rook to b5 with check we force the black king to the side of the board. Continue as follows: black king to a6: white king to c6, black king to a7. Explain that in this position they can learn another useful technique. Move the rook back from b5 to b4. Now if the black king moves to a6, White mates by moving his rook to a4. So the black king moves to a8 instead. Now: white king to c7, black king to a7: white rook to a4 is finally checkmate. It takes a long time but if you follow the correct plan you'll get there in the end.

Activities

Children will start by completing worksheets in which they have to solve puzzles based on the king and rook checkmate. They will then pair off and take in turns to try to mate with king and rook against king. Go round and observe that they are completing the task successfully. Be prepared to offer help on finding the right plan if they find it hard. When students are confident about completing this task successfully they can play complete games.

Plenary

Start by asking the children to explain in words the plan to get checkmate with king and rook against king. Now set up the position on the left below and ask how White can get checkmate in two moves. If they need a clue, explain that if it was Black's move he would have to move to h1, when the white rook would checkmate on f1. The correct answer is for White to move the rook up the f-file, to f3, f4, f5, f6, f7 or f8: it doesn't matter which. White is playing a waiting move.



Then set up the position in the middle and ask again how White can checkmate in two moves. If they need a clue, explain that they must stop the black king escaping to the 6th rank. They should then find the answer: rook to g6: black must move to a4 when White mates on a6. Finally set up the position on the right. By now they should get the idea: White can mate in two moves by keeping his rook on the 5th rank: any of a5, b5, d5, e5 or f5 will do. Black has to move to h3 when White mates on h5.

Assessment criteria

Successful completion of worksheets about king and rook against king. Demonstration of ability to checkmate with king and rook against king over the board.

Vocabulary used

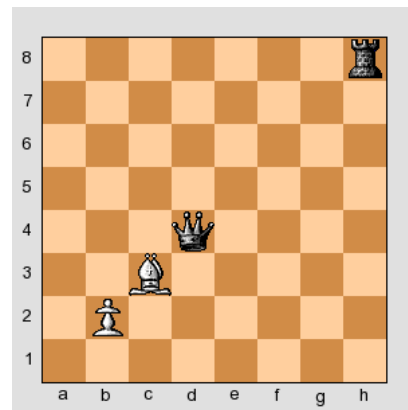
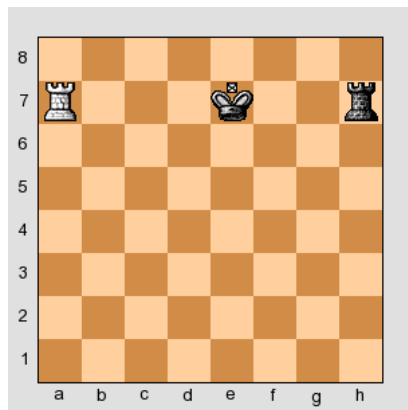
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CSC Curriculum – Term Three Handouts

Core Lesson 21 Handout

SKEWERS

A SKEWER is a move which threatens an enemy piece which has to move away, leaving a piece behind it on the same line open to capture.
Queens, rooks and bishops can do SKEWERS.



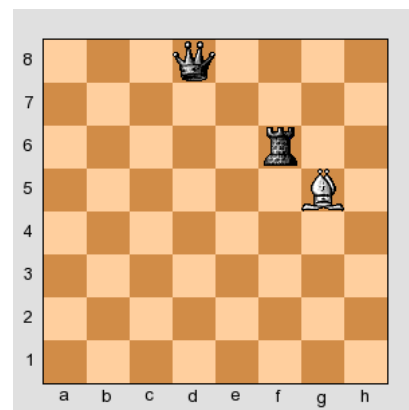
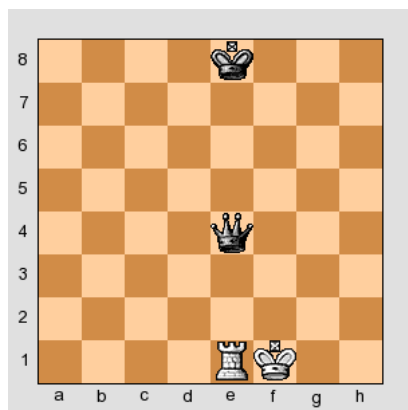
In the diagram on the left the white rook is SKEWERING the black king and the black rook. The black king must move out of check, leaving the rook to be captured next move.

In the diagram on the right, when the black queen moves away the white bishop will be able to take the black rook. Note that the white bishop is protected by the pawn so the black queen cannot capture it safely.

Core Lesson 22 Handout

PINS: WINNING MATERIAL

A PIN is like a SKEWER but the other way round. In a PIN, a bishop, a rook or a queen attacks an enemy piece which cannot move without exposing a piece behind it to check or capture.



In the diagram on the left the white rook is PINNING the black queen to the black king. The queen cannot move away because it would leave the king in check.

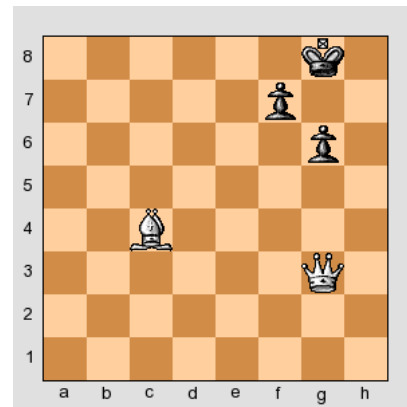
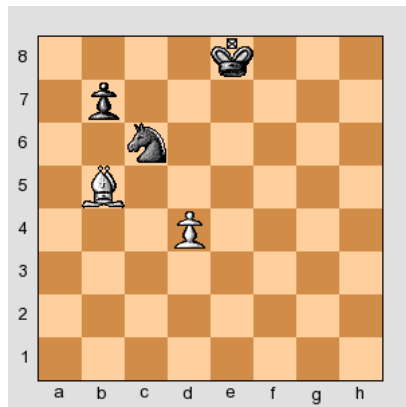
In the diagram on the right the white bishop is PINNING the black rook to the black queen. The rook CAN move, but if he does so the white bishop will be able to capture the black queen.

Sometimes the PINNED piece is of equal or lesser value than the piece doing the PINNING. These PINS can be just inconvenient or even harmless.

Core Lesson 23 Handout

EXPLOITING PINS (1)

A PIN is like a SKEWER the other way round. In a PIN, a bishop, rook or queen attacks an enemy piece which cannot move without exposing a piece behind it to check or capture.

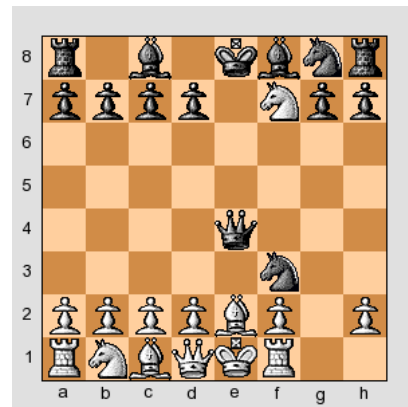
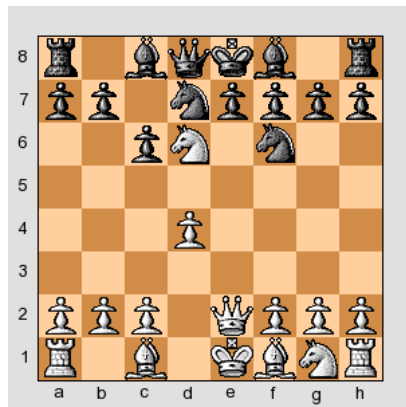


In the diagram on the left the white bishop is PINNING the black knight to the king. White can now THREATEN the knight by moving his pawn from d4 to d5. The knight cannot move because it would leave the king in check.

In the diagram on the right the white bishop is PINNING the black pawn on f7 to the king. Because this pawn is PINNED it only looks like it's defending the pawn on g6. So the white queen can capture the pawn on g6 safely.

EXPLOITING PINS (2)

Sometimes we can exploit a pin to get a surprise CHECKMATE. It looks like the checking piece can be taken but when you look again you see that it's pinned.



In the diagram on the left, the white knight is CHECKING the black king. The white queen is PINNING the black pawn on e7. Because this pawn is PINNED it cannot capture the knight.

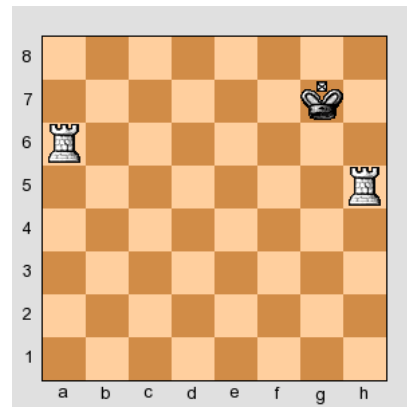
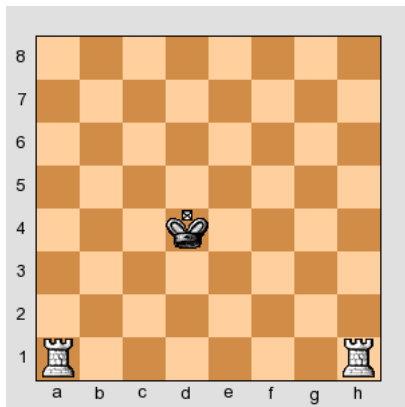
In the diagram on the right, it's the white bishop on e2 that's PINNED by the black queen so it cannot capture the black knight.

A CHECKMATE like this where the king is in check from a knight and surrounded by his own men is called a SMOTHERED MATE.

Core Lesson 24 Handout

THE TWO ROOK CHECKMATE

In this exercise we have to get checkmate from the starting position on the left. The two rooks take it in turns to check along the ranks.



For example:

Rook from a1 to a4, King from d4 to e5:

Rook from h1 to h5, King from e5 to f6:

Rook from a4 to a6, King from f6 to g7 reaching the diagram on the right.

Now we have a problem: if we continue with our plan and move the rook to h7 it will get taken. So we move it out of the way, for example:

Rook from h5 to b5, King from g7 to f7:

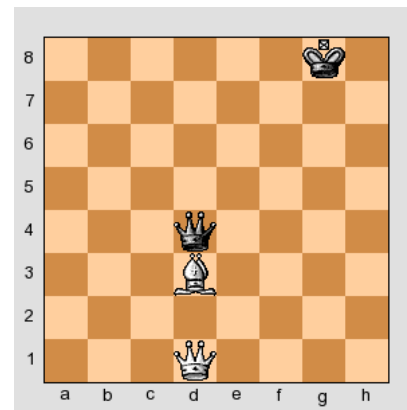
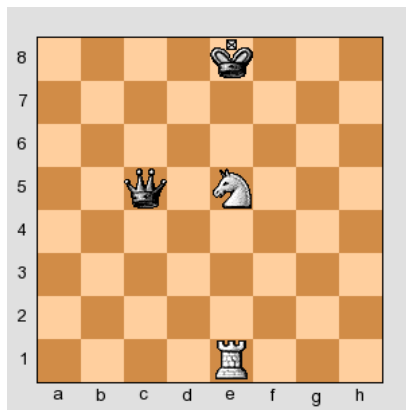
Rook from b5 to b7, King from f7 to e8:

Rook from a6 to a8 CHECKMATE!

Core Lesson 25 Handout

DISCOVERED CHECKS/ATTACKS

If we have a bishop, rook or queen in line with an enemy piece and one of our own pieces is in the way we can sometimes move it out of the way and threaten another enemy piece at the same time.



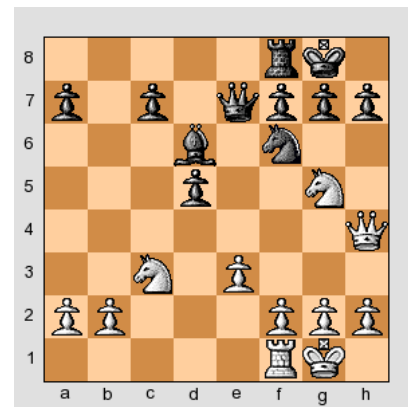
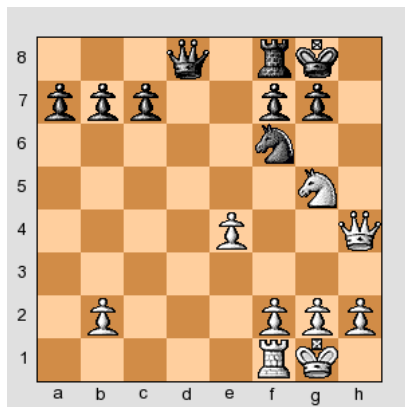
In the diagram on the left, the white rook is in line with the black king but the white knight is in the way. If we move the knight, the black king will be in check. By moving the knight to d3 we can threaten the black queen with the white knight at the same time as checking the king with the rook. If we give check by moving another piece out of the way like this, it is called a DISCOVERED CHECK.

On the right, if we move the white bishop the two queens will be able to capture each other. But if we choose h7 for our bishop to CHECK the black king he will have to get out of check. Next move we will be able to capture the black queen. This is a DISCOVERED ATTACK.

Core Lesson 26 Handout

DECOY AND DESTROY (1)

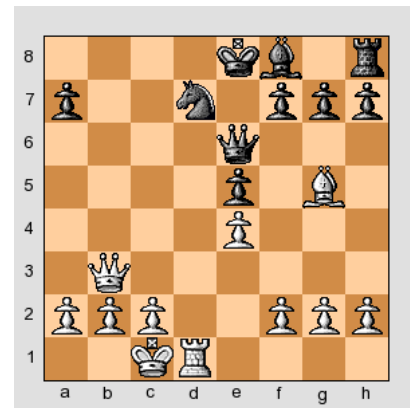
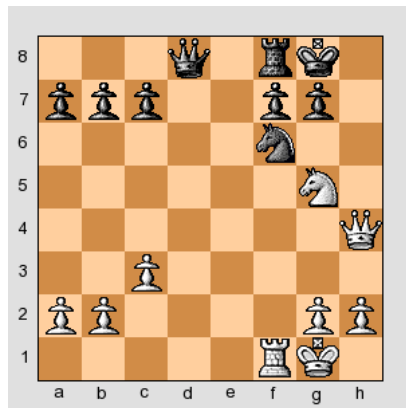
If we are attacking something and our opponent is defending it, sometimes we can DECOY or DEFLECT the defending piece to try to get it to move away.



In the diagram on the left White would like to move his queen to h7 which would be checkmate but the knight on f6 is defending that square. So we can THREATEN the knight by moving our pawn to e5. If it moves away, we can checkmate him. If it stays where it is, we can capture the knight instead.

On the right we can capture the pawn on d5 with our knight on c3. Again, if he takes our knight we can checkmate him by capturing the pawn on h7 with our queen. And if he moves his queen to safety we can take the knight on f6 with check and mate him next move.

DECOY AND DESTROY (2)



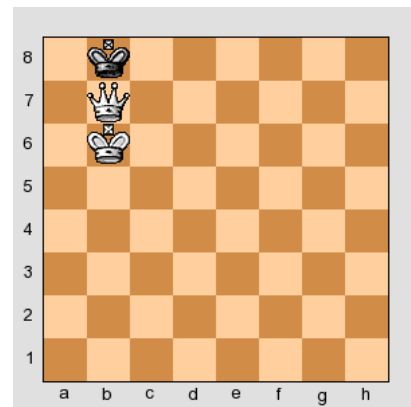
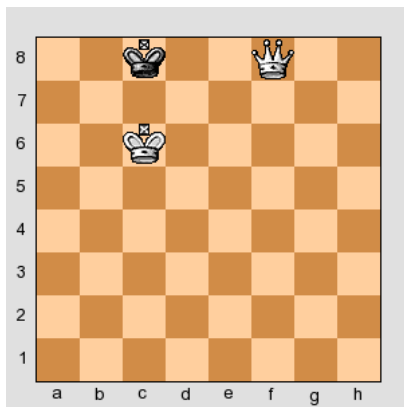
In the diagram on the left it looks like the black knight on f6 is defended, but because that knight is an important defender, White can capture it safely with his rook. If Black takes it back, White gets checkmate. If Black stops the mate by moving his queen to d3, White can just retreat the rook safely, therefore remaining a knight up.

The diagram on the right comes from one of the most famous games ever played. White played a brilliant QUEEN SACRIFICE to force checkmate. He would like to move his rook to d8 but cannot do so at the moment because the knight on d7 is in the way. So he SACRIFICES his queen to force the knight to move. The white queen moves to b8, giving check. Black's only move is to capture the queen with his knight on d7. Now the path is open for the rook to move all the way up to d8, mating the black king.

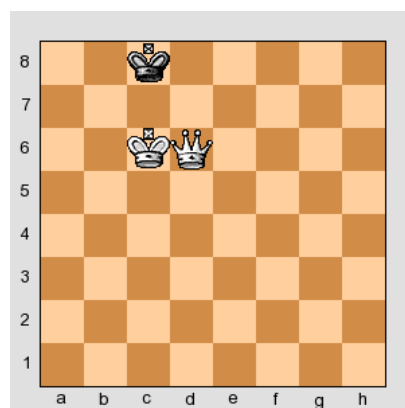
Core Lesson 27 Handout

KING AND QUEEN MATE (1)

It is important to learn how to force checkmate with king and queen against king. First you have to learn the checkmate and stalemate positions.

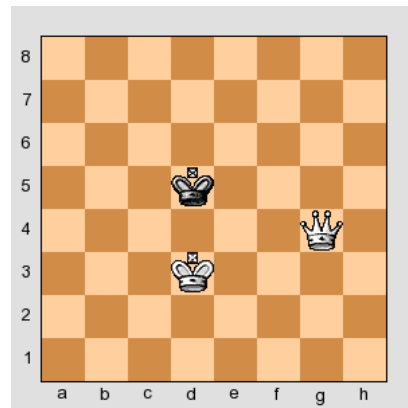
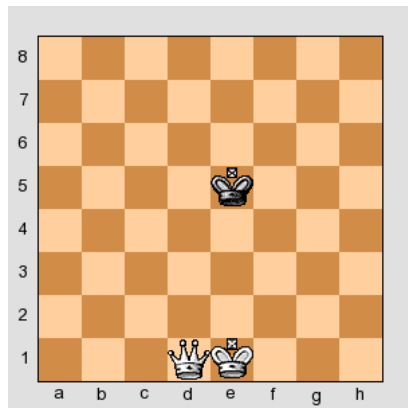


The diagram on the left would also be **checkmate** with the black king on a8 or c8. The diagram on the right would also be **checkmate** with the white king on a6 or c6.



This position is **STALEMATE** with Black to move – it would also be stalemate with the white king on b6, a6, a7 or a8.

KING AND QUEEN MATE (2)



Here is an example of how to force a checkmate with a king and queen. We start with the position on the left. On the first move we place the queen one row away from the enemy king. Then we bring our king up on moves 2 and 3. From move 4 onwards we force the king back to the side of the board. See how the white king and queen work together to do this.

Play through these moves yourself – and whilst you are doing so you will learn how to follow chess notation as well. 1. Qd1-g4 Ke5-d5 means that on the first move White moves his queen from d1 to g4 and Black moves his king from e5 to d5. + means check and # means checkmate.

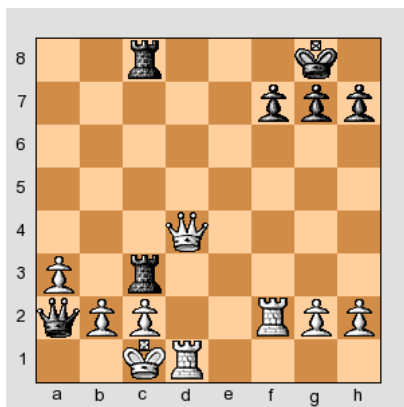
1.Qd1–g4 Ke5-d5 2.Ke1–d2 Kd5-e5 3.Kd2-d3 Ke5-d5 (see the diagram on the right) 4.Qg4-f5+ Kd5-d6 5.Kd3-c4 Kd6-c6 6.Qf5-e6+ Kc6-b7 7.Kc4-c5 Kb7-c7 8.Qe6-e7+ Kc7-b8 9.Kc5-b6 Kb8-c8 10.Qe7-e8#

White could also have played 10. Qe7-c7# (KISS OF DEATH)

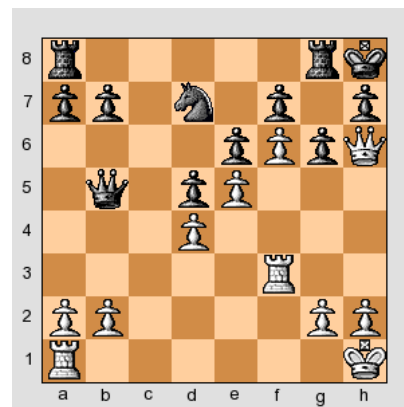
Core Lesson 28 Handout

MATE IN 2 (1)

The most exciting thing you can do in chess is **SACRIFICE** your queen. A **SACRIFICE** is when you deliberately give up a piece for nothing, or a stronger piece for a weaker piece, because you've seen that you will get checkmate or win a piece back. Here are some puzzles where you **SACRIFICE** your queen to get checkmate.



In the position on the left White wins by playing 1.Qd4-d8+ Rc8xd8
2.Rd1xd8# (x means captures).

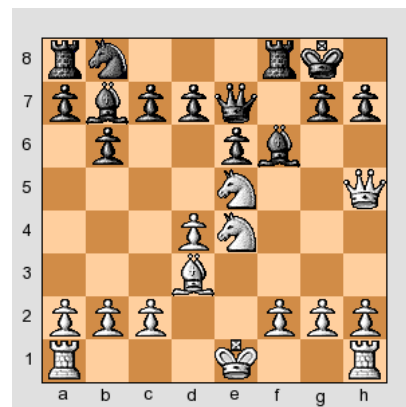
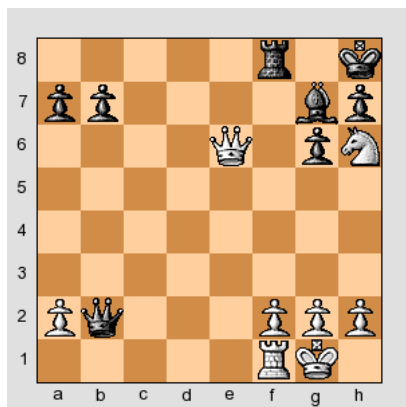


In the position on the right White wins by playing 1.Qh6xh7+ Kh8xh7 2.Rf3-h3#.

In every game, you should look for **CHECKS**, **CAPTURES** and **THREATS**. Not all checks are good, but you should always try to **LOOK AHEAD** and see if they lead to **CHECKMATE**.

MATE IN 2 (2)

The position on the left is another mate in 2. Can you see how White can force mate in 2 moves?



The answer is to play 1.Qe6-g8+ Rf8xg8 2.Nh6-f7#. This is a SMOTHERED MATE.

Really strong players can see many moves ahead. That's why they sometimes take a long time over their moves. In the position on the right, White played a QUEEN SACRIFICE because he had seen a very long way ahead. Here's how the game finished:

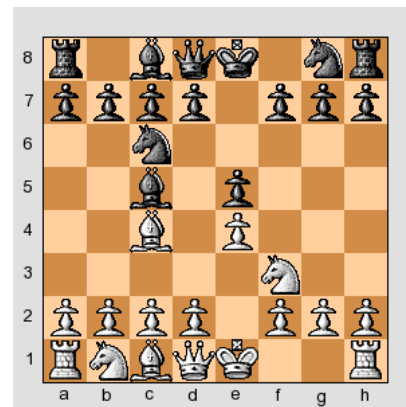
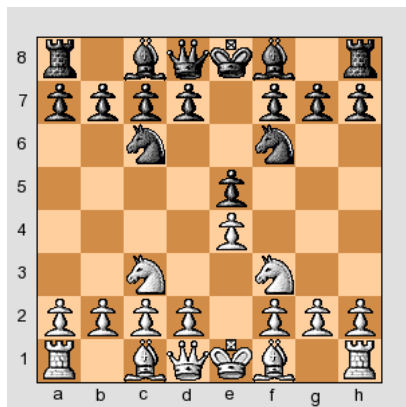
1.Qh5xh7+ Kg8xh7 2.Ne4xf6+ Kh7-h6 (if Black played Kh7-h6 instead, then 3. Ne5-g6 would be checkmate!) 3.Ne5-g4+ Kh6-g5 4.h2-h4+ Kg5-f4 5.g2-g3+ Kf4-f3 6.Bd3-e2+ Kf3-g2 7.Rh1-h2+ Kg2-g1 8.Ke1-d2#

Could you train yourself to see this far ahead? It just needs practice!

Core Lesson 29 Handout

BASIC OPENINGS (1)

Chess in its current form has been played for more than 500 years. In that time the best players have worked out the best ways to start the game. Here are a few that you can try out in your games. They have names which might describe the opening in some way, or may be named after someone who played or wrote about them, or after a country or place where they were first played.



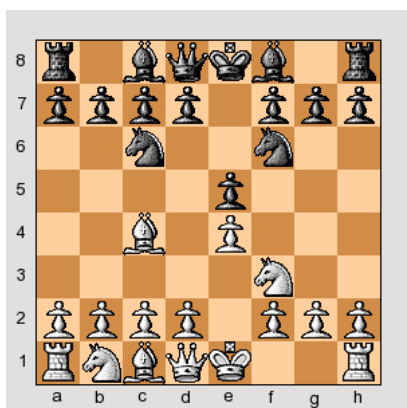
On the left is the **FOUR KNIGHTS GAME**.

It starts 1.e2-e4 e7-e5 2.Nf1-f3 Nb8-c6
3.Nb1-c3 Ng8-f6. (note that pawn moves just use the names of the squares, without a letter for the piece)

On the right is the **ITALIAN GAME** or **GIUOCO PIANO** (which means Quiet Game in Italian).

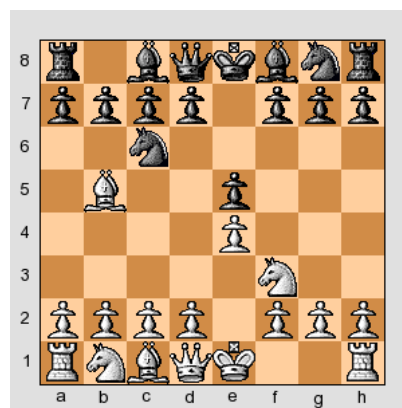
It starts 1.e2-e4 e7-e5 2.Ng1-f3 Nb8-c6
3.Bf1-c4 Bf8-c5.

BASIC OPENINGS (2)



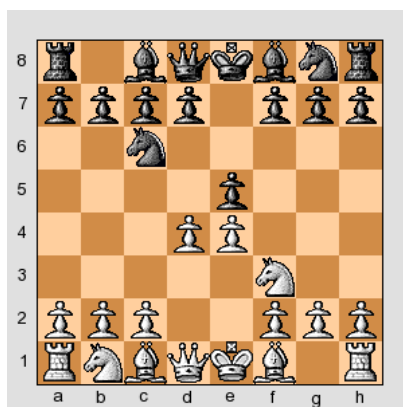
On the left is the TWO KNIGHTS DEFENCE.

It starts 1.e2-e4 e7-e5 2.Nf1-f3 Nb8-c6
3.Bf1-c4 Ng8-f6.



On the right is the SPANISH GAME or RUY LOPEZ (he was a 16th century Spanish priest)

It starts 1.e2-e4 e7-e5 2.Ng1-f3 Nb8-c6 3.Bf1-b5.



This is the SCOTCH GAME

It starts 1.e2-e4 e7-e5 2.Ng1-f3 Nb8-c6 3.d2-d4.

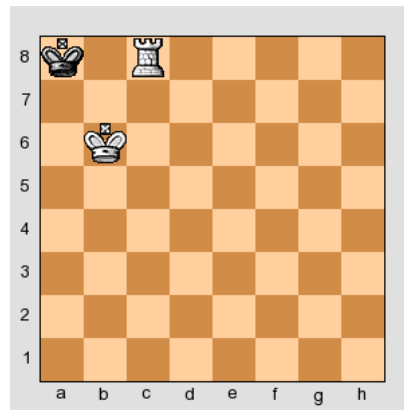
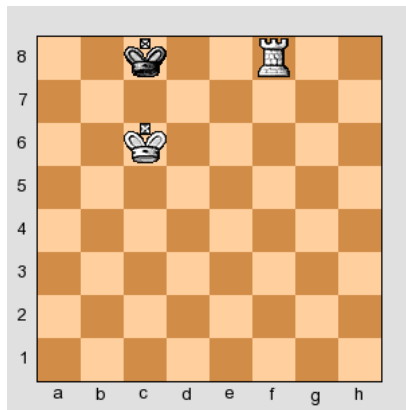
There are lots of other openings for you to learn but for the moment it's best to start with these.

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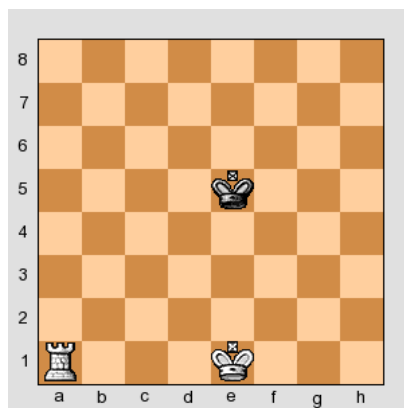
Core Lesson 30 Handout

KING AND ROOK MATE (1)

It's important to learn how to force checkmate with king and rook against king. First you have to learn the checkmate positions.

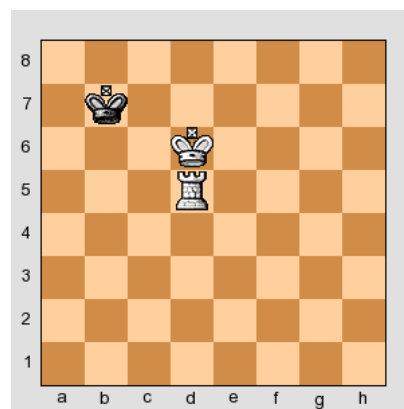
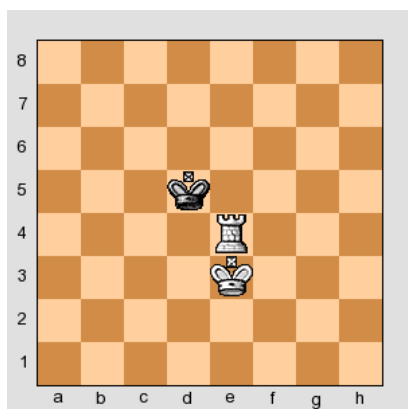


The diagram on the left shows how you get checkmate on the side of the board. If the enemy king is in the corner it can also look like the diagram on the right.



This is our starting position with White to move. We start as we did with king and queen by moving the rook one row away and the king two rows away from the enemy king.

KING AND ROOK MATE (2)



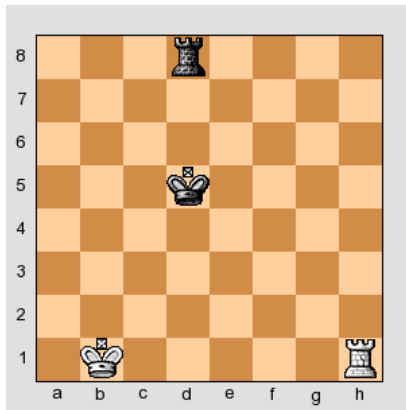
We then use the rook to form a box. In the diagram on the left the black king is in a 4x4 box. If we can use the rook to make the box smaller we do so. If we can't make the box smaller we play a king move instead. In the position on the right we could make the box smaller by moving the rook to c5, but it's quicker to check on b5 and drive the king to the side.

Play through these moves yourself and see how the plan works:

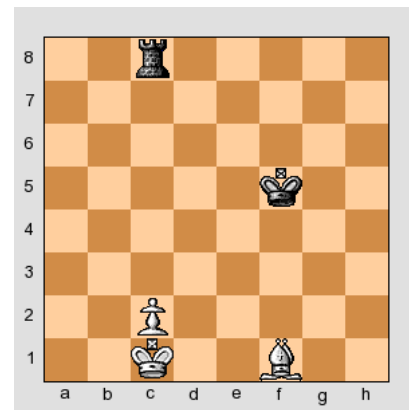
- 1.Ra1–a4 Ke5-d5 2.Ke1–d2 Kd5-e5 3.Kd2-e3 Ke5-d5 4.Ra4-e4 (see the diagram on the left) Kd5-c5
- 5.Re4-d4 Kc5-c6 6.Ke3-e4 Kc6-c5
- 7.Ke4-e5 Kc5-c6 8.Rd4-d5 Kc6-b6
- 9.Ke5-d6 Kb6-b7 (see the diagram on the right)
- 10.Rd5-b5+ Kb7-a6 11.Kd6-c6 Ka6-a7
- 12.Rb5-b4 Ka7-a8 13.Kc6-c7 Ka8-a7 14.Rb4-a4#

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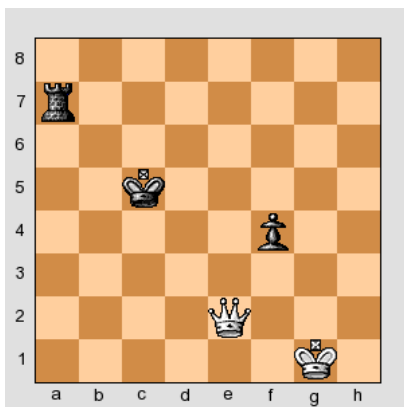
Core Lesson 21 Worksheet



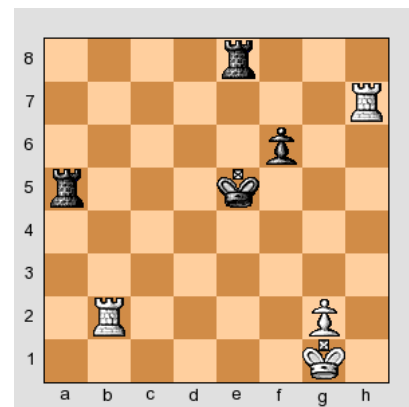
Where should White move his rook to
SKEWER the black king and rook?



Where should White move his bishop to
SKEWER the black king and rook?



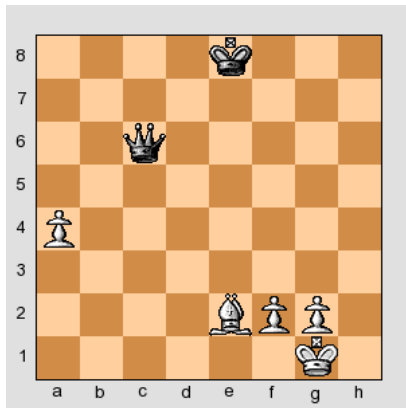
Where should White move his queen to
SKEWER the black king and rook?



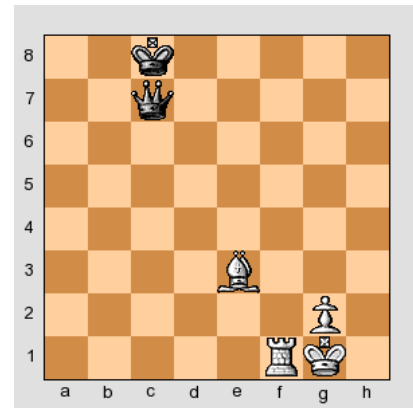
Where should White move a rook to
SKEWER the black king and a rook?

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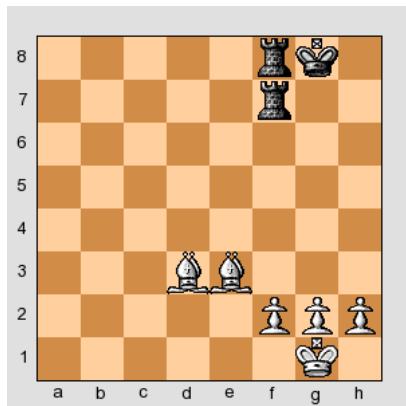
Core Lesson 22 Worksheet



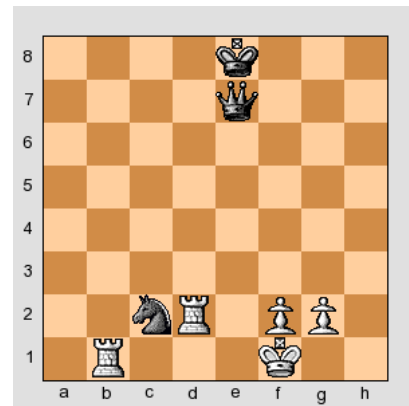
Where should White move his bishop
to PIN the black queen?



Where should White move his rook
to PIN the black queen?



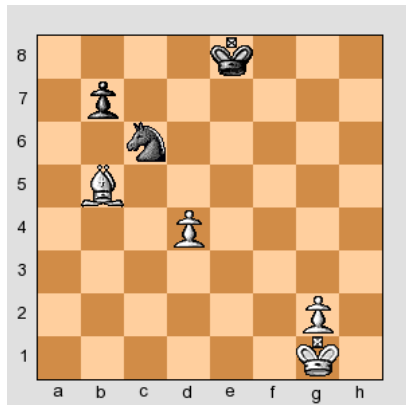
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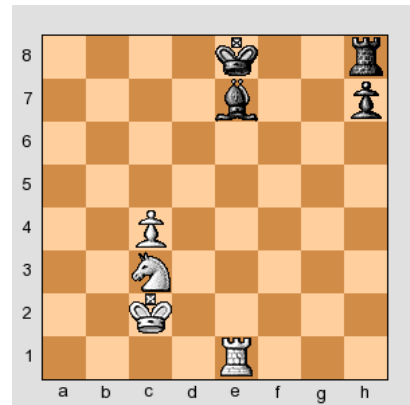
Where should White move a rook
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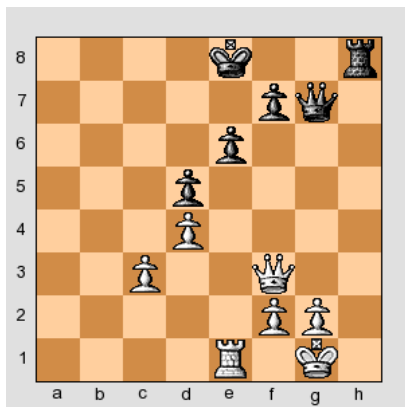
Core Lesson 23 Worksheet



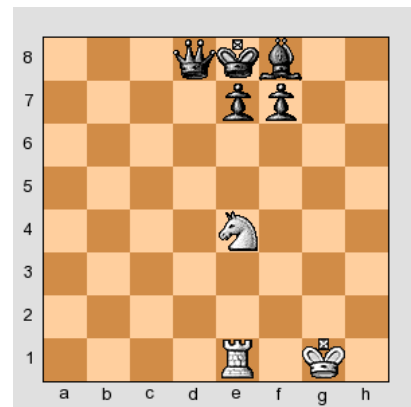
How can White attack the PINNED black knight?



How can White attack the PINNED black bishop?



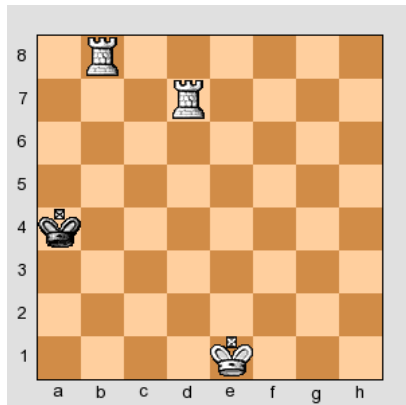
How can White use a PIN to capture a pawn safely?



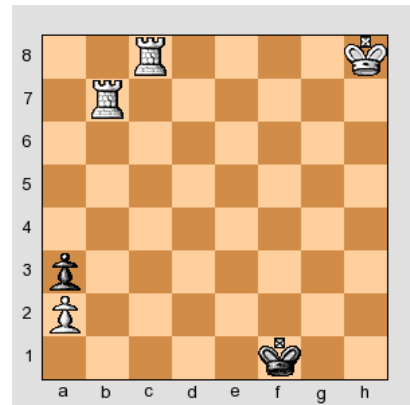
How can White use a PIN to get CHECKMATE?

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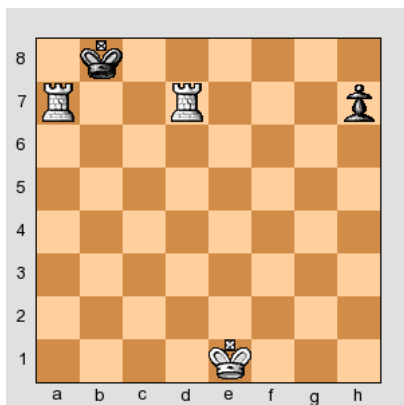
Core Lesson 24 Worksheet



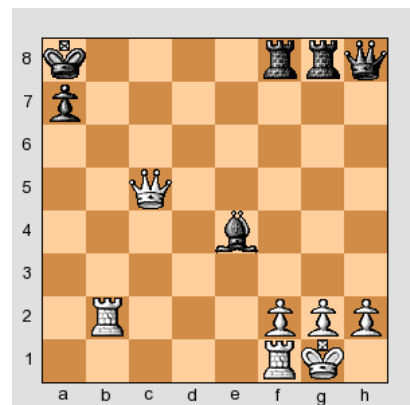
How can White CHECKMATE Black this move?



What move should White play to force CHECKMATE in two moves?



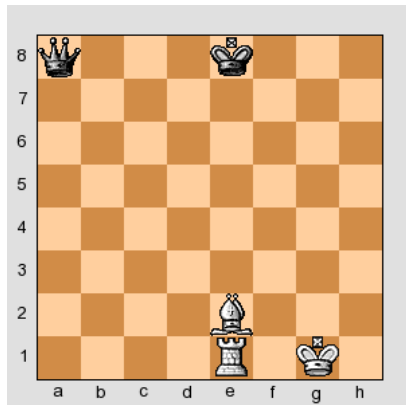
What move should White play to force CHECKMATE in two moves?



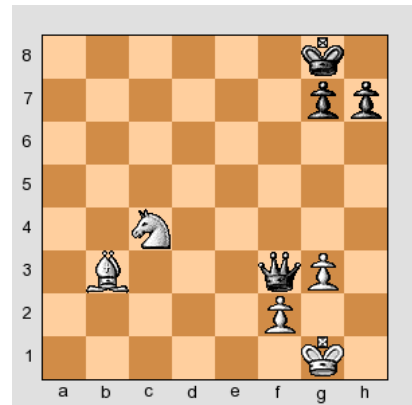
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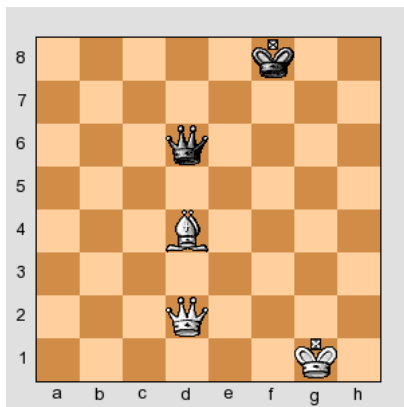
Core Lesson 25 Worksheet



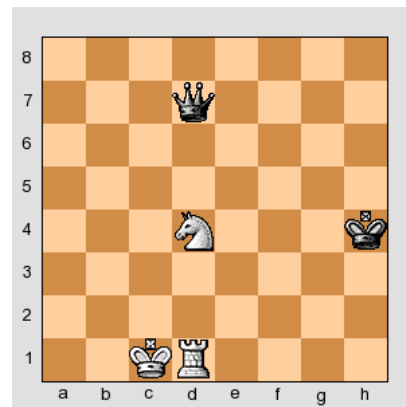
How can White win the black queen using a DISCOVERED CHECK?



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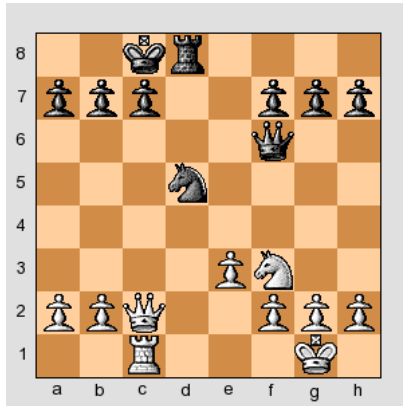
How can White win the black queen using a DISCOVERED ATTACK?



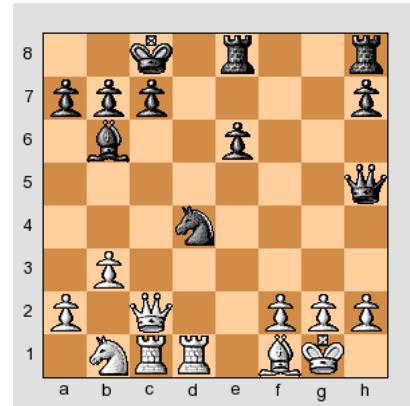
How can White win the black queen using a DISCOVERED ATTACK?

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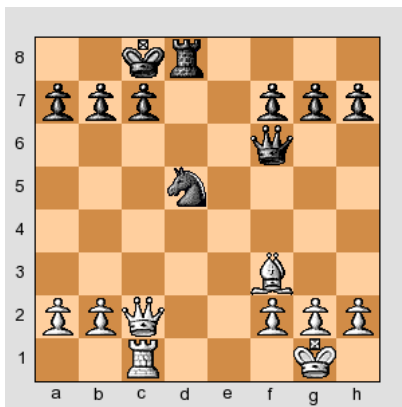
Core Lesson 26 Worksheet



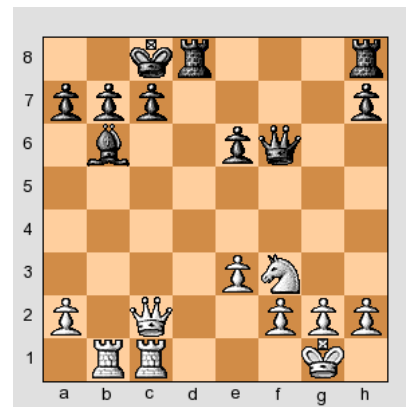
How can White win a piece by
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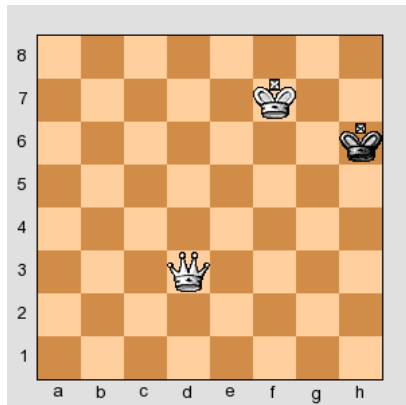
How can White win a piece by
destroying a defender?



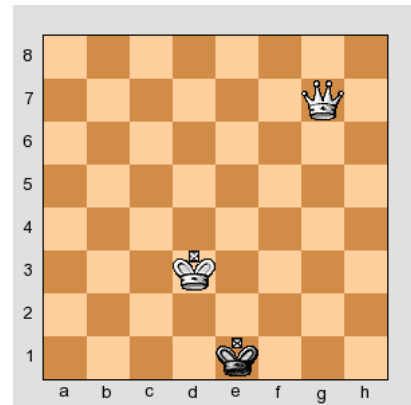
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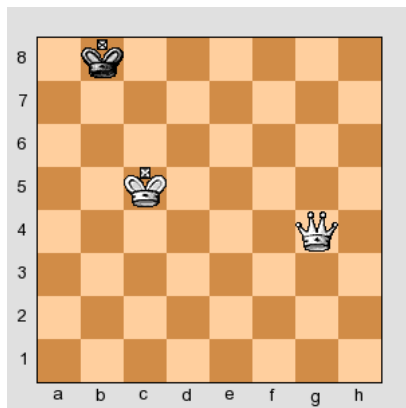
Core Lesson 27 Worksheet



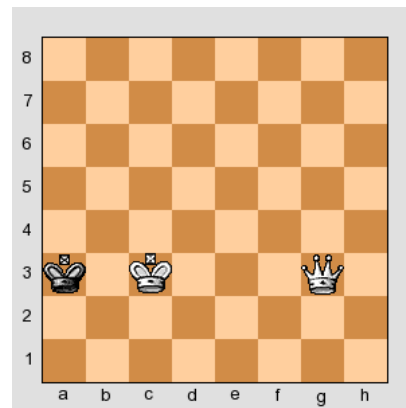
How can White get checkmate this move?



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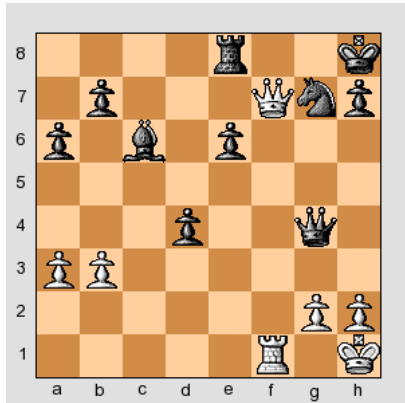
How can White force checkmate in two moves?



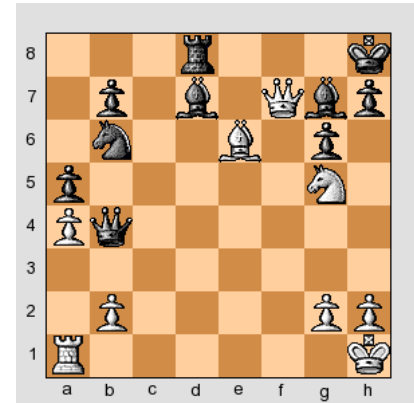
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CSC Curriculum – Term Three Lesson Worksheets

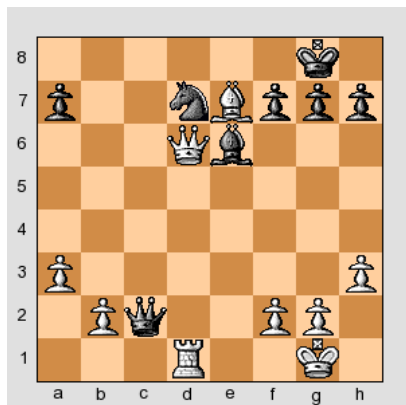
Core Lesson 28 Worksheet



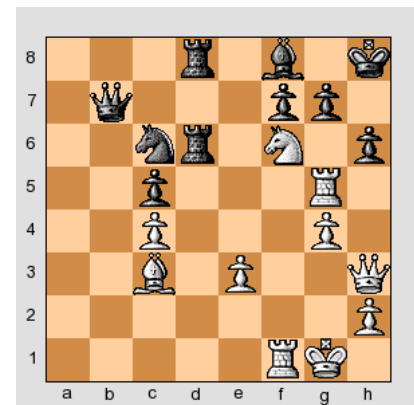
How can White force checkmate in two moves?



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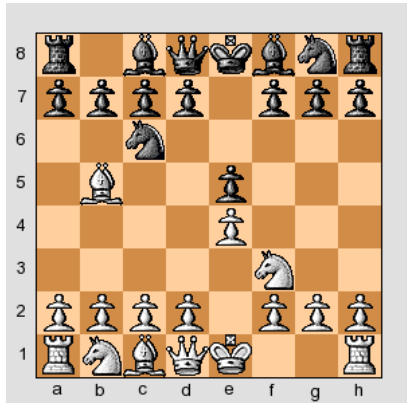
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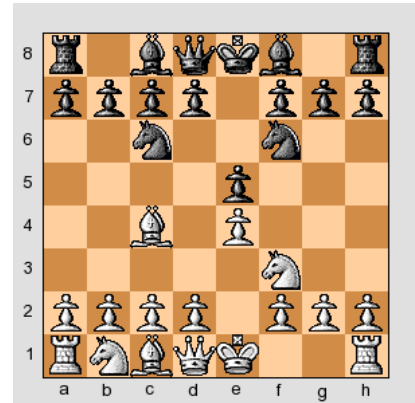
CSC Curriculum – Term Three Lesson Worksheets

Core Lesson 29 Worksheet



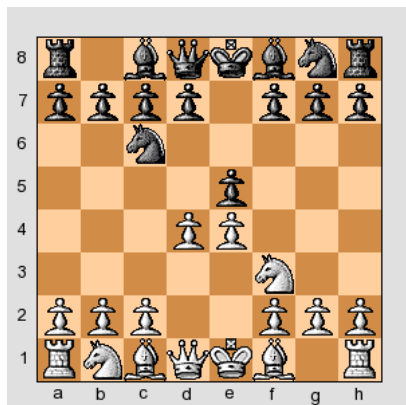
What is this opening?

- a) Italian Game
- b) Two Knights Defence
- c) Spanish Game
- d) Scotch Game



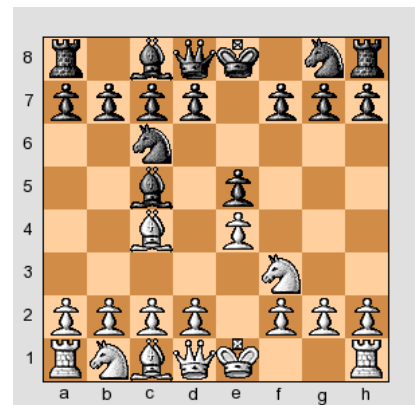
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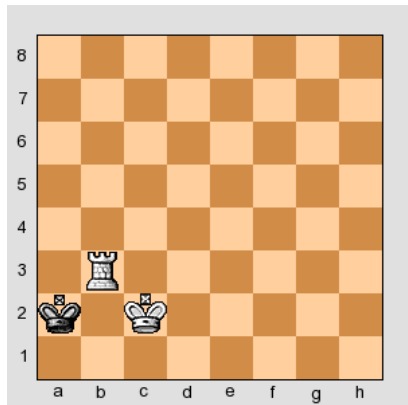


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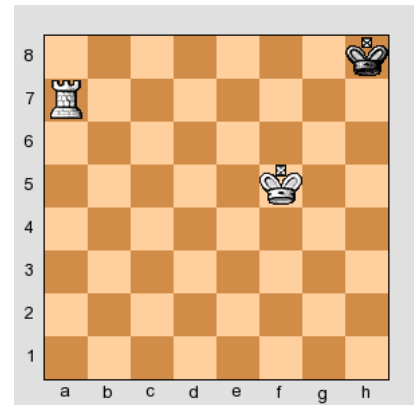
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Core Lesson 30 Worksheet



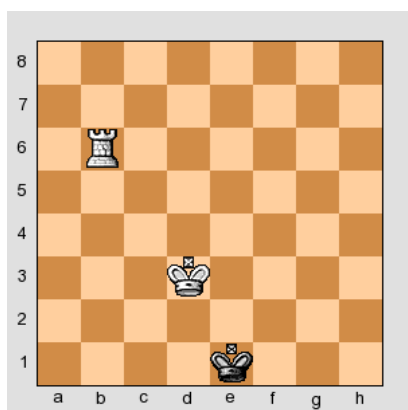
Choose the quickest way to win:

- a) Kc2-c3
- b) Rb3-b8
- c) Rb3-h3
- d) Rb3-b1



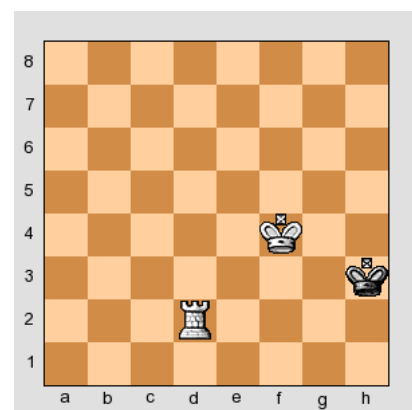
Choose the quickest way to win:

- a) Ra7-a8+
- b) Kf5-e6
- c) Kf5-f6
- d) Kf5-g6



Choose the quickest way to win:

- a) Rb6-f6
- b) Rb6-e6+
- c) Rb6-b1+
- d) Kd3-e3



Choose the quickest way to win:

- a) Rd2-d3+
- b) Rd2-e2
- c) Rd2-d6
- d) Kf4-f3