

26th January 2022

THE GRANGE SCHOOL
DAVENTRY, NORTHAMPTONSHIRE

The Grange School, Daventry



Welcome to this edition of our newsletter. I hope you will find that it contains useful information.

This week's edition contains staffing updates and information on our History curriculum. We are in the process of reviewing and refining our curriculum offer to children and History is the first subject to be completed. Your children have been following this revised curriculum since October and our monitoring shows us that it is raising standards in History across the school.

We will also be compiling a History Handbook, containing everything you need to know about how the children learn about History and why this is so important. This will be sent to you in the coming weeks.

Vicki

DREAM

BELIEVE

ACHIEVE

Last week TNS did a special 'COUNTRY FOOD FESTIVAL' Day and it was so delicious. We had some lucky winners who received an award for locating Chef Tam who was wanted for smuggling vegetables into School dinners. Chef Tam was put in jail many times that day...



HOT DINNERS

LUNCH ORDER FORMS ARE SENT VIA
PARENTMAIL ON THURSDAY'S.

FORMS NEED TO BE COMPLETED BY
MONDAY'S BY 4.30PM

****PLEASE ENSURE PAYMENT IS MADE
WITHIN TWO WEEKS****

THANK YOU.

ANY QUERIES, PLEASE CONTACT
MRS WINTERBOURN



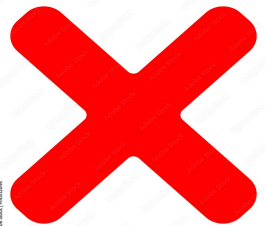
You spoke! We listened!

For a long time now, you have been asking why the children can't wear small, stud earrings to school. We have been told often that every other school allows this. A while ago, we changed our rules to allow retainer studs to be worn. In addition, there has always been a grace period for fresh piercings.

With this in mind, we are changing our uniform policy while we **trial** allowing the children to wear **small, stud earrings**. This will be at your own risk as the parent making the decision. The school accepts no responsibility for any injuries caused by the wearing of earrings.

Earrings should not dangle from the ear in any way and should not be too large against the ear lobe. They should also not contain sharp points. Any infringement of these rules will result in you being contacted and the child being asked to remove the non-compliant earrings. We retain the right to decide what is and isn't appropriate.

Your support in this matter is very much appreciated.



Coronavirus - Close Contact Information

This week we have had a small number of positive covid cases reported to school.

If your child has been identified as a close contact of a positive coronavirus case you will receive an email notifying you of this with current guidance attached.

If you have any concerns or Coronavirus queries, please contact Mrs Clayton via the School Office.

HALF TERM HOLIDAY

School closes on Friday 11th February 2022 at 3.15pm.

School reopens on Monday 21st February 2022

Enjoy the half term holiday...

History Curriculum

Below is information on how History learning contributes towards our curriculum Golden Threads.

Dream Believe Achieve



The contribution of History to our curriculum aims

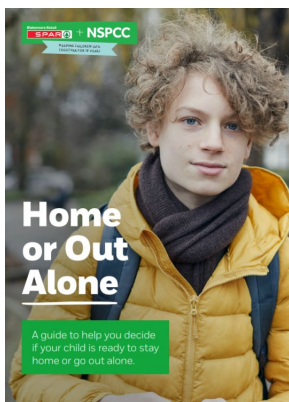
History	
Wellbeing	Children study causes and consequences of change across history, and learn about a wide range of different people - and groups of people - who have had the desire and resilience to overcome adversity.
Diversity	Children study similarities and differences across history including different periods of social inequality, including the work of a range of significant changemakers who have left a legacy, including addressing inequality.
Oracy	Children will compare and contrast different periods in history, ask perceptive questions and articulately express opinions based on historical knowledge, using subject-specific vocabulary.
Enquiry & Exploration	Children will explore a range of historical concepts and use them to make connections, draw contrasts and analyse trends . They will acquire historical knowledge from a range of different sources and evaluate the validity of each source .

Within our History curriculum we have three BIG IDEAS:

Big Ideas	
Exploration & Innovation	Through regularly revisiting big ideas, children will explore the human desire to improve and progress and be empowered to bring about change. Through a series of historical enquiries , they will study chronology; comparing and contrasting different periods. They will identify a range of changes and suggest reasons why some changes have remained, whilst others have not. They will also learn about significant historical times and events where the need for change has empowered people to take action. They will identify the qualities needed to become an effective changemaker.
Democracy & Equality	
Significance & Legacy	

The children regularly revisit the BIG IDEAS, within their History learning. Below is what we expect each child to achieve through this.

Endpoints	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploration & Innovation	Our EYFS children: - take risks within the environment, exploring different aspects of the provision and the world outside of school. - accept challenges, - solve problems - overcome obstacles.	Our Year 1 children: - know about significant people and events from history and place them on a simple timeline. - talk about changes that have taken place within living history (and just beyond). - know that some people have explored to be 'the first' - know that some changes have been made to make lives better	Our Year 2 children: - talk about different ways in which people have explored. - can talk about the reasons why people explore, building upon knowledge from Year 1 - provide some detailed knowledge about these significant people, including placing them on timelines	Our Year 3 children: - describe ways in which people lived at different times in the past, including reference to chronology. - know how and why life changed in Prehistoric Britain - explain how and why life improved during different historical periods	Our Year 4 children: - compare and contrast different explorers and innovators throughout history - examine, compare and contrast the motivation of changemakers throughout history - examine the consequences of changes they brought about - use the knowledge they have gained to draw conclusions and present an historical argument	Our Year 5 children: - identify why conflicting perspectives on the Space Race exist - use historical evidence to form an opinion - present an argument and a counter-argument, using historical knowledge to support and justify opinions	Our Year 6 children: - make connections between different explorers and their motivations for exploration and innovation - draw contrasts between different explorers and innovators - evaluate sources of information for bias and consider their validity
Democracy & Equality	Our EYFS children: - identify similarities and differences between themselves and others - demonstrate a positive attitude towards differences	Our Year 1 children: - can identify differences between significant people from history - know that, throughout history, some people have been treated unfairly - know that changes were needed to make life more fair	Our Year 2 children: - describe examples from history where life was unfair - can talk about significant people who have changed the rules and made life more fair - identify where changes have made life better	Our Year 3 children: - consider historical evidence about a wider period in history - describe examples from the Roman era that show that life was better for some people than others - describe in detail the work of significant people who have set out to address inequality	Our Year 4 children: - use historical knowledge from different periods of history to describe different ways in which people can be disadvantaged - compare and contrast the work of significant people who have set out to address inequality	Our Year 5 children: - build upon previous historical knowledge of inequality to evaluate democracy in ancient civilisations - use historical knowledge to analyse and evaluate inequality in WWII Britain - build upon previous knowledge of Space travel to evaluate the contribution of minority groups	Our Year 6 children: - know about different changes that took place across history that resulted in positive change for societies - compare and contrast these changes, expressing and justifying own opinions
Significance & Legacy	Our EYFS children: - recognise important people in their own lives - know about important jobs in society - know about some similarities between the	Our Year 1 children: - know about the number of significant people from across history - can identify why we remember significant people	Our Year 2 children: - know about the achievements of significant people in history - recognise that some achievements are important enough to be	Our Year 3 children: - provide details of how significant people and groups of people from history have left a legacy - explain how people from throughout history	Our Year 4 children: - use detailed historical knowledge to give evidence for an argument - recognise and present historical evidence for a simple	Our Year 5 children: - use historical knowledge to identify ways in which the world changed because of civilisations and significant events	Our Year 6 children: - recognise everyone's right to equality and can outline how significant individuals have contributed towards greater equality in the world



Access this NSPCC Guide for Parents at
<https://learning.nspcc.org.uk/research-resources/leaflets/home-or-out-alone-guide>

Staffing Update

We are pleased to inform you that we have now secured a teacher to job share with Mrs Sanders in Year 3 Willow.

Mrs Michelle Brookes joined us yesterday and will be teaching the class on Monday, Tuesday and Friday. Mrs Brookes and Mrs Sanders have already begun working together and are, of course, working closely with the other staff in the Year 3 team.

We appreciate your ongoing support whilst we battle with the national staffing shortage. Please be assured that we have been, and continue to work hard to ensure that your children continue to make good progress.

Schools across the country are all dealing with the recovery required of children following on from the pandemic. All children have gaps that have been created by their disrupted education and schools have strategies to use to fill those gaps. These are national strategies and we are, of course, complying with these.

Year 5 continue to be taught by Vicky St John who has been covering Mrs Duncton's absence since the start of December.

Year 6 continue to be taught by Miss Banks, Mrs Blackwell and Ms Robertson and the team of support staff.

Mrs Angela Gee



After 32 years at the school, our School Business Manager, Ange Gee is about to embark on her second career.

Ange's final day with us will be Friday 25th February 2022.

As you will know, Ange plays an instrumental role in the church community of Daventry and has now reached a point where she wishes to devote all her time and energies to this single role.

We know that the links we have established between the school and the church will continue and strengthen and we all look forward to working with Ange in her new role.

We'd like to thank Ange for all her hard work and wish her every success and happiness.

If you are currently struggling with household bills - we would like to make you aware of some help that may be available to you from West Northamptonshire Council:

Household Support Fund:

We are providing financial support to households struggling with the cost of living over the winter period, including vulnerable households with or without children. Support includes:

• **Household hardship vouchers:** Vouchers to buy food, essentials, and support household budgets to pay essential bills. If your application is successful, you will receive a voucher based on the size of your household. The vouchers may be exchanged for use in a variety of supermarkets

Winter fuel bank: Emergency £40 top-up vouchers for pre-payment energy meters. You can also contact your energy supplier for additional support in the event of severe hardship. We can grant a maximum of three vouchers, per household over the winter period

Remember, this is not emergency funding, you can access emergency food sources via food banks, your community partners and social services.

Apply:

Household Hardship Voucher and Winter Fuel Bank Vouchers

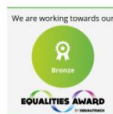
You will need to provide evidence of hardship with your application form and our team will assess your circumstances against our eligibility criteria. We can take up to 5 working days to assess applications and issue vouchers. Fuel vouchers will be prioritised where possible.

Applications will be accepted until 31 March 2022.

<https://www.westnorthants.gov.uk/coronavirus-covid-19/household-support-fund>

We will soon be making changes to our COVID risk assessments and arrangements, in line with guidance issued by the DFE. This information will be with you shortly.

Dream Believe Achieve



What Parents Need to Know About Horror Games

Horror video games come in a such a variety that the genre can hard to define. The overlapping element is that these games are designed to scare or unsettle the player through gameplay, atmosphere, story, music, setting and 'jump scares'. The most common sub-genres are survival horror, action horror, psychological horror, jump-scare horror and reverse horror. These games originate from a range of developers, including smaller indie studios which release download-only titles (that is, they aren't physically sold in shops) and therefore aren't subject to age ratings.

In the guide, you'll find tips on a number of potential risks such as adult themes, psychological horror and violent content.

What Parents & Carers Need to Know about HORROR GAMES

Horror video games come in a such a variety that the genre can hard to define. The overlapping element is that these games are designed to scare or unsettle the player through gameplay, atmosphere, story, music, setting and 'jump scares'. The most common sub-genres are survival horror, action horror, psychological horror, jump-scare horror and reverse horror. These games originate from a range of developers, including smaller indie studios which release download-only titles (that is, they aren't physically sold in shops) and therefore aren't subject to age ratings.

WHAT ARE THE RISKS?

ADULT THEMES

Horror games are typically made with adults in mind, which means by definition that they often feature adult themes. Outset, for instance, is a popular horror game series including material such as nudity and extreme sadistic violence. Other games, like Five Nights at Freddy's and its sequels, have a back-story that doesn't actually appear on screen but still hints at explicit adult themes.

Violent Content

Not all horror games contain graphic violence (titles like Five Nights at Freddy's and Phasmophobia prefer a spookier, suspenseful aesthetic) but many do portray extreme brutality very realistically. Until Dawn and the hugely popular Resident Evil and Outlast franchises, for instance, feature incredibly graphic violence. The safest course of action is to thoroughly research a game in advance.

ONLINE INTERACTION

Some horror games are played cooperatively with others online. Phasmophobia is one of the most popular titles in this category, and while it doesn't feature an excessive amount of gore, it does place a strong emphasis on online interaction – often with strangers. Dead by Daylight is another game in which frequent and prolonged online communication with other players is an advantage.

PSYCHOLOGICAL HORROR

Rather than simply laddling on the blood and gore, psychological horror games try to scare the player through subtler mental and emotional means. For this reason, this type of game (notable examples include Alien: Isolation, The Medium and the Amnesia series) can have a longer-lasting effect on players; some occasionally break the fourth wall – interacting directly with the player as if they were real.

LONG-TERM FEAR FACTOR

Horror games are designed to be scary: most players accept this fact in advance. They can, however, include content which leaves an unwanted lasting impression. By focusing on our fears and concerns to elicit an emotional reaction, horror games can be triggering in unexpected ways for some players. It's difficult to predict when – and how – a game might have long-term effects on an individual's mental wellbeing.

Advice for Parents & Carers

BEWARE OF JUMP SCARES

Jump scares in video games are often no worse than they are in movies. If a young person doesn't cope well with being suddenly startled by something in a film or on TV, they probably won't be able to handle horror games featuring jump scares. Some games (such as Five Nights at Freddy's) are built entirely around this technique and aren't suitable for younger children or those who are easily frightened.

ENCOURAGE BREAKS

It's easy to lose track of time when gaming, and horror games are no exception. A short break every hour or so is important to rest the eyes and relieve the tension – especially if traumatic situations in the game have built up tension and stress. For horror gamers, breaks also give the added benefit of feeling more relaxed afterwards, which can mean a scarier gaming session when they resume!

IF IN DOUBT, SWAP IT OUT

If your child finds a horror game to play, but after doing some research you decide it doesn't look like the right one for them, swap it out! There are a lot of horror titles to choose from, and some will be more appropriate than others. Work together with your child to find a suitable game for them. Remember, horror games don't have to be gore-spattered and graphic to be enjoyably scary!

RESEARCH THE GAME

It's best to look into a horror game thoroughly if your child expresses an interest in playing it. Many indie horror titles are download only and therefore aren't required to come with an age rating – so you'll need to do some background reading and judge the game's content for yourself. Check out the game's web pages, read any wikis about it (including fan ones) and watch videos of the gameplay.

STAY RECEPTIVE

Maintaining good communication with your child is vital for safe gaming. If they see something in a horror game that disturbs them in ways they didn't expect, then they should feel comfortable opening up to you about it. Try not to simply laugh it off or make light of it, and always make time to listen. It's a useful reminder that they can talk to you about any type of problem they have in the future.

Meet Our Expert

Clare Godwin (a.k.a. Lunawolf) has worked as an editor and journalist in the gaming industry since 2015, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunawolf Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.



National
Online
Safety®

#WakeUpWednesday