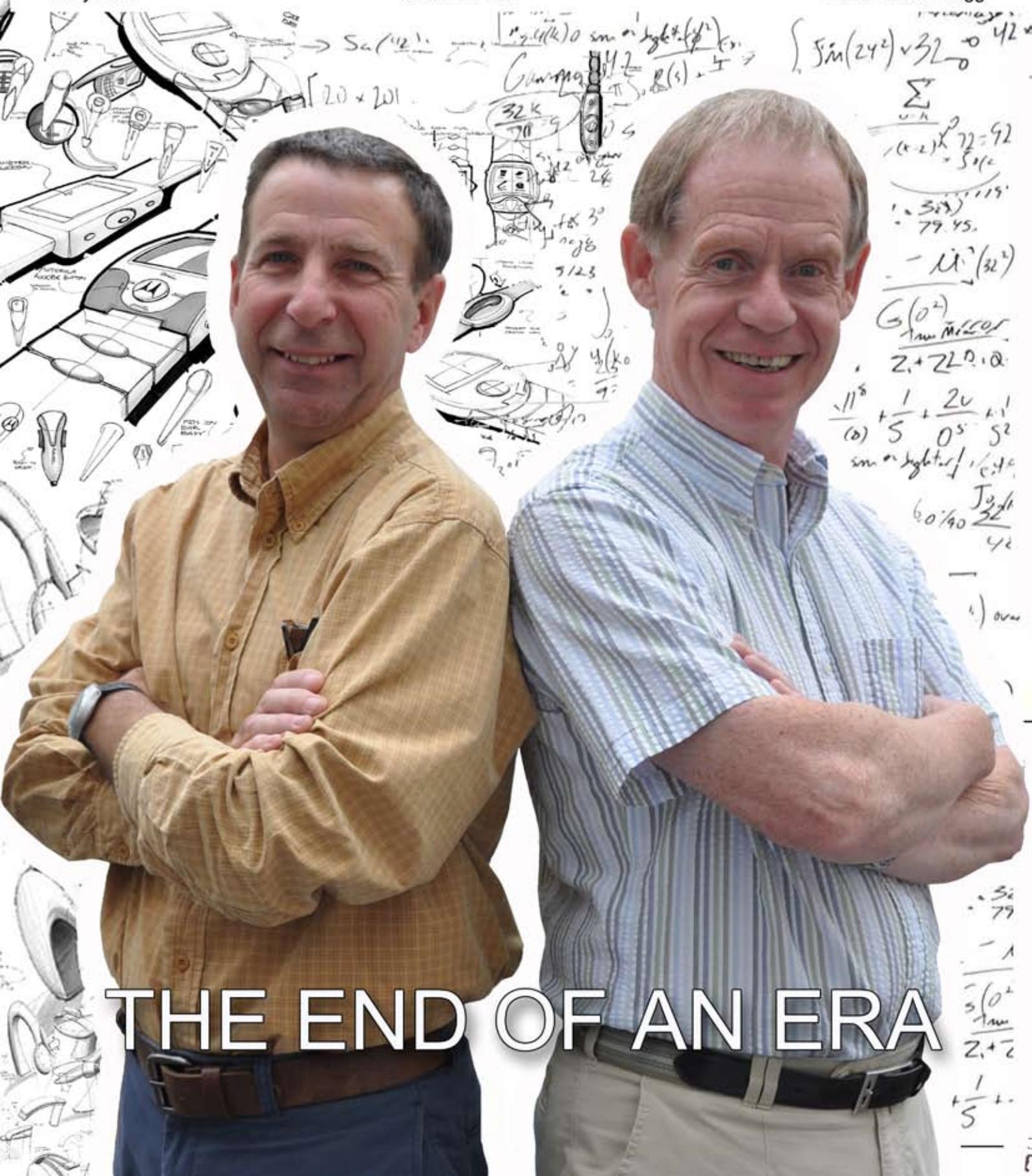


# LANGTON NEWS

July 2014

Issue no. 158

Editor Susan Begg



## THE END OF AN ERA

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# HANDY HINTS FOR YEAR 6 PARENTS

Year 7 boys will start school a day before the rest of the student body. This will give them time to find their feet before the general hurly burly of a new term.

So- the 1st day of term for Year 7 boys is **WEDNESDAY 3RD SEPTEMBER**. **He will not need to bring his PE kit with him.**

**Don't forget** to top-up your child's Wisepay account before the start of school. If you experience any difficulties in this respect you can email [finance@thelangton.kent.sch.uk](mailto:finance@thelangton.kent.sch.uk)

Your son will be allocated a locker for his books and equipment but we ask that you provide him with a **25mm padlock** to ensure that his things stay safe. A spare key should be handed to his form tutor on the first day of term.

**Remember** to name your child's clothing. Boys will be boys and things will get lost, misplaced and forgotten. Anything with a name on it will be returned to its owner as soon as possible but no name will mean it may languish in lost property for months before it is claimed or you have paid out for a replacement.

# FROM THE HEAD OF SCHOOL

*Ken Moffat, himself a Langton veteran, looks back on the careers of three teachers who have a combined service of nearly 100 years at the Langton.*



There is the distinct feeling of an end of an era as we contemplate, this term, the retirement from teaching of three stalwarts of the Langton staff, all of whom have served at the school for longer than I, Brian Hurlow, John McCrae and Nadia Jayne and who have, between them, racked up almost 100 years' service in Canterbury.

The Langton's longest serving member of staff (or Father of the House, as we term the position), **Brian Hurlow**, came to the school in the impossibly distant September 1978 ("When music was still good" in his words; "before many of his colleagues were born", in ours). He was employed to teach Design, which seems incredibly far sighted, given that most of us were still knocking lumps out of wood or metal in secondary schools at the time, and has occupied that particular area of the school building for 36 years.

In that time he has operated as a Head of Year and, latterly, as Head of Design and Technology and Teacher Governor. Generations of young men and women have benefited from his counsel and mentoring and he enjoys regular contact with a sizeable group of former students who have gone on to successful careers in industry.

Under his guidance, the Department has enjoyed useful links with Loughborough University, one of the country's leading universities for producing the designers of the future.

However, Brian is just as likely to be found on the sports fields as in the classroom. He has represented the staff at every sport possible, including darts, and always with great enthusiasm. His discovery of hockey in the second half of his years at the school proved to be, perhaps, his happiest sporting match and he went on to coach students at Polo Farm on Friday evenings and play competitively for Canterbury.

His contributions to staff revues

remain memorable not least as one of the seven dwarfs or as part of the four Yorkshiremen sketch.

Someone else just as happy, if not happier, on the stage as in the classroom is **John McCrae**. As well as enjoying a successful career with The Lindley Players outside the school, John has contributed enormously to school music and drama, directing Gilbert and Sullivan operettas and other musicals and lending his fine tenor to any number of occasions.

Like Brian, he has been a keen supporter of staff sport in our many tussles with The Auld Enemy (the boys), but it was as a teacher of Mathematics that we employed him and he has both taught and led the department superbly since joining us from Chatham House in 1982.

It is fair to say that in that time The Langton has not seen a safer pair of hands and the Department has gone from strength to strength leaving it as one of the school's flagship faculties. Unflappable, patient, considered and measured, always, John has been the consummate professional and this side of him is reflected in his easy Chairmanship of the staff common room since the 1980s, reflecting the high opinion in which he is held by his colleagues.

He is an outstanding classroom practitioner and has been a wise and caring form tutor for more years than we care to remember as well as a passionate and committed member of the Rowlyn team making at least one annual journey to that distant outpost of empire.

"Considered" and "patient" may not be the first two adjectives that come to mind when describing **Nadia Jayne**. She has presented a formidable exterior to generation after generation of Langtonians since the 1980s who have almost all missed the point that behind the

fierce visage is a gentle and caring interior. Her wonderful idiomatic phrases – "I don't care if you miss the last bus in the world!", "Don't bring your nose into my lessons!" – have delighted on both sides of the staff room door as she has tirelessly hammered the nuances of a variety of languages into the heads of our boys, many of whom look back on her fondly as their strongest influence.

In the 1980s Nadia spearheaded the school's links with the Soviet Union introducing Russian onto the syllabus and organising the annual exchange to Vladimir, Moscow and Leningrad, which provided many of us with a unique insight into life behind the Iron Curtain. Amongst the many bizarre artefacts in my office is a signed letter from Margaret Thatcher to the school offering congratulations on the far sighted initiative. It was in no small part due to this that we began to see a number of students going on to Oxford to continue their Russian studies.

The dedication with which Nadia has served the school is demonstrated nowhere better than in her pre-school teaching of languages, unobserved and unheralded in a distant part of the school, for which she has never asked for payment or recognition.

All three colleagues exemplify the very best aspects of the teaching profession and have shown a dedication to the students and to the school that is way beyond what we could have asked.

It goes without saying that we shall miss them all deeply, but wish them the very best for a long and happy retirement.

# Fond Farewells

*As well as Brian Hurlow, John McCrae and Lorna Braddy, (all of whom are mentioned elsewhere in this issue) there are others taking their leave to whom we must say goodbye.*

**John Mitchell**, who retired at Easter, coached and taught sport at The Langton for 20 years. In that time he built and mentored the finest hockey teams the school has ever seen, winning the national Trophy in 1999. A superb all-round sportsman himself, he coached all sports passionately and enthusiastically and generations of Langtonians benefited from his advice and experience.

John also helped manage the Sixth Form on a daily basis and brought his usual energy to bear managing the common room and chasing up the feckless and those whose behaviour fell short of the mark. As a pastoral manager he had a good ear for students' problems and retained a sympathetic and empathic nature. His organisation of Sixth Form social events greatly added to our students' Sixth Form experiences at the school.

With school logistics he had no equal. Perhaps the final word should go to the parent whose opening comment to Ken Moffat at the Sixth Form Open Evening was "That man organising the car park. He's a genius."

You wait years for a suitable job abroad to come along and then .... two arrive at the same time! Langton English teacher, **Mr Nick Grey**, had the pleasureable task of choosing between a school in Portugal and a school Switzerland for the next stage in his teaching career. The cool of the Alps won over the heat of a mediterranean climate and he will be flying out to Bern at the end of term.

'It has taken a long time to find the right school, in the right place with the right opportunities for me' he explained to Langton News. 'I will be sorry to leave the Langton and I will miss the students and staff a great deal but being given the chance to live and work in a country where people yodel is simply too good to miss. I shall find myself a lonely goat herd, who

lives high on a hill, and get him to teach me.'

Let's hope that he can hear himself over all those cow bells and cuckoo clocks.

**Dr Nicola Robinson** is hanging up her lab coat and taking some time away from the chemistry classroom to spend quality time with her family. Nicola has been a popular addition to the Science faculty and Graeme Poole, Director of Science says that they will all be sorry to see her go. 'Nicola has fitted in so well at the Langton it seems as though she has been here for a lot longer than the 12 months she has actually been teaching here. As well as being an excellent classroom practitioner she made herself available outside of lessons as well to offer encouragement and help to any student that needed it. She will be missed.'

**Mr Ian Harris**, PE Department, is going down an entirely different career path as a webdesigner. One of his first commissions was the school's website which he has completely revamped using high quality images and innovative design. 'As well as giving me new challenges and opportunities, my new job will also allow me to spend more time with my family. I have recently become a father so I am welcoming the chance to do a certain amount of work from home. I will miss the Langton - the PE department is a close-knit group and I will certainly stay in touch with everyone.'

The school's Bursar, **Dr Roly Speller**, is hanging up his calculator and taking up a position as Deputy Headteacher at Abbey School in Faversham where he will be responsible for the curriculum and teaching and learning. 'The school has a business specialism which links nicely with my own subject expertise - economics' he told Langton News.

DT teacher **Michael Spain** is returning to his alma mater, Chatham House, after his first year of teaching here at the Langton. Head of Department Brian Hurlow said of Michael 'He has been a useful addition to the department this year bringing with him his

knowledge of CAD (Computer Aided Design). I am sure he will develop into an excellent teacher and I wish him well for the future.'

**Mrs Cher Todd** provided invaluable support to the teaching staff in her role as reprographics technician and was well known for her unerring good humour and positive attitude. As well as dealing with all the copying and binding in the school she helped out in the main school office and on reception whenever necessary. She used her skills as a trained floral artist to create magnificent flower displays for the school for formal events and, as a qualified hairdresser, was not above giving someone a quick trim in their lunchtime. She is a genuine bona fide wonder woman. Cher is now following her chosen career as a personal trainer.

**Miss Lucy Fraser** has been the main organiser of all the DofE expeditions undertaken by our students going to places all over the globe. One country that has not featured on her itinerary is Australia but she is going to remedy this and, armed with a working permit, she is off to start her Odyssey Down Under in Brisbane.

## HAPPY HELLOS

In September we will welcome:-

Dr Elizabeth Ashley (English)  
Dr Sam Bailey (music)  
Mrs Rachel Blair (reprographics)  
Ms Diane Brana (Spanish)  
Mr Daniel Cusani (PE)  
Mr Tyler Deas (PE)  
Dr Sam Duddy (physics)  
Mrs Lucy Gove (music)  
Ms Samantha Harvey (English)  
Mr Julian Hunt (Bursar)  
Mr Robert McMachan (DT)  
Ms Leyla Peakall (Economics)  
Dr Sara Phythian (chemistry)  
Mr Christian Taylor (English)  
Mr Nick Young (Drama technician)

We very much hope they will all enjoy being part of the Langton community.

**Bertrand Meigh Peek M.A. F.R.A.S.**  
**1891-1965** A tribute by Mrs Pauline Walters

# Our Man on the Moon

There have been many, many schoolmasters at the Langton, but only one [that we know of] has a Moon crater named after him.

Bertrand Peek had a distinguished career at the school where he taught Mathematics from 1948 until 1955.

In a school photo of 1949, his gown is somewhat tattered, evidence perhaps of the post war rationing of clothes.

An entry in the School magazine, The Langtonian of July 1948 reads:

*"ASTRONOMICAL GROUP. This section, under the chairmanship of Mr. Peek, enrolled some twenty members. Several meetings were held during two winter terms; but the attendance dwindled somewhat after Christmas. At some of the meetings the Chairman gave explanatory talks, dealing with various branches of astronomy. At others, questions by members were invited. One question about the recession of the galaxies led to considerations of the general theory of relativity; though the details of this theory are naturally above the majority of members, considerable interest was shown in the general principles and the session proved to be a long one.*

*Apart for some naked eye demonstrations, when the winter sky darkened sufficiently early, no observational work has been possible. Even the study of the Sun demands a certain amount of equipment; and at present nothing suitable is available. BMP "*

Richard Bailey (a pupil at the School 1945-1950) was a founder member of the Group. Just after

Richard left the Langton, which was still in the city, he mentioned to Mr Peek that an observatory on the playing field at Nackington, where the school is now, would be an ideal site for a school observatory - high ground, away from the city, no light pollution(!). Mr Peek agreed but was hesitant about it falling into disuse should no Astronomical Group or keen master exist to make use of it.... Had Mr Peek seen the current Star Centre and Observatory at the Langton he would surely have been delighted.

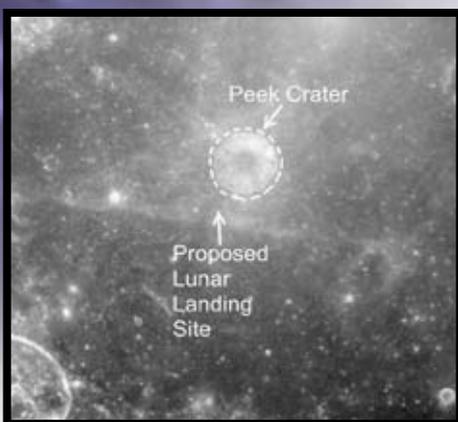
Mr Peek, who received his MA from Magdalene, Cambridge, was a mathematician and amateur astronomer of some note. He wrote The Planet Jupiter, published in 1958, and was the winner of the Cambridge Mathematical Prize, a highly prestigious award, three times.

He used an observatory at Solihull between 1923 and 1947 and was the Director of the Jupiter Section of the British Astronomical Association from 1934 to 1949, and of the Mars Section for a year, (1930-1931). He was the President of the BAA from 1938 to 1940. He had been a tennis champion at Cambridge, was a yachtsman, a member of the Anglo-Soviet chess team and a music composer: a true Renaissance Man. He served in the First World War as a major in the Hampshire Regiment.

Bertrand Peek died in Australia, after retirement, whilst visiting his son. He had held a meeting of the Melbourne Astronomical Society around his hospital bed, demonstrating his life-long love of astronomy and his passion for sharing his knowledge.

## Peek Crater: Potential Future Lunar Landing Site?

Peek crater is a small (diameter = 12 km) crater in the northern part of Mare Smythii within Smythii basin. Smythii basin is an ancient basin on the eastern limb of the Moon. The basalts filling this basin are thought to be very young, being only 1-2 billion years old. For this reason, among others, Peek crater is a high-priority target for direct human exploration when human lunar landing missions resume in the next decade.



Contrast-enhanced segment of Apollo 15 metric mapping frame AS15-M-0346, showing the proposed human lunar landing site near Peek crater.

You are Invited to

# Sleepout

so others don't have to

Saturday 9 August  
Canterbury Rugby Club.

The Rotary Club of Canterbury Sunrise are organising a sponsored Sleep Out on Saturday 9 August in the grounds of the Canterbury Rugby Club.

All the details are on [www.rotarysleepout.org](http://www.rotarysleepout.org) and families can register for only £25 per family unit. Proceeds to Porchlight and Catching Lives, two local charities supporting the homeless. You can bring your friends as part of a family unit providing the total in the group is not more than six. Sleeping out under the stars can be a really wonderful experience that you won't want to miss out on.





You are asked to raise sponsorship if you can and we would be very happy if each group could raise £10 for the two charities, but there is no obligation.

Porchlight provides accommodation services supporting people with complex needs with specialist services for young people. Their focus is on long-term solutions, breaking the cycle of homelessness and ensuring that people can live independently in the future. Catching Lives provides, among other things, a daily meal and washing facilities to the homeless people on the streets of Canterbury and arranges a dry place for them to sleep in the worst three winter months, generally on the floors of churches. They help many hundreds of clients get off the streets and change their lives.

If you haven't slept in a tent before, don't expect to get too much sleep but it will be great fun. You can bring some cardboard and make a cardboard shelter that you can sleep in if you want. There will be a prize for best shelter. If you don't want to sleep in your cardboard shelter and don't have a tent, there are great deals on-line at Sports Direct and also Mountain Warehouse in Canterbury are giving 20% discount on all camping equipment if you take in a copy of your event registration form. Ask to speak to Andy the manager. Food will be available on site eg: Chili/Lasagne/Paela at £4, or hotdogs, burgers (including vegetarian) at £3 and breakfast bacon rolls at £2.50 each.

Turn up from 5.00 pm on Saturday 9 August and leave by 10.30 am the following morning.

**REGISTER ON-LINE NOW ON [WWW.ROTARYSLEEPOUT.ORG](http://WWW.ROTARYSLEEPOUT.ORG) AND START RAISING YOUR SPONSORSHIP!**



# A LIFETIME OF LANGTON TEACHING

Two of the school's longest serving teachers are retiring this year. Mr Brian Hulow started at the school in 1978. Four years later Mr John MacCrae joined him on the Langton Staff. Here they reflect on their long and, hopefully happy, teaching careers.

## Mr Brian Hulow, Subject Leader Design Technology

I was interviewed in a rather relaxed manner; a tour of the school, a walk and a chat on a sunny day. They offered me the job. I accepted. Sorted. I was given a lift to the station in the then Head of Department's imported Porsche. Nice.

This now seems so long ago .... It is .... 36 years ... in the days of limited technology. How things have changed. In those days televisions were bulky, a ticket to a football match to see England at Wembley cost 80p, computers (unrecognisable from the PCs we have today) filled rooms, mobile phones were only a designer's dream (first dreamt by the Motorola Team) and whiteboards were green (not black) and we used chalk ... those were the days <nostalgic pause>

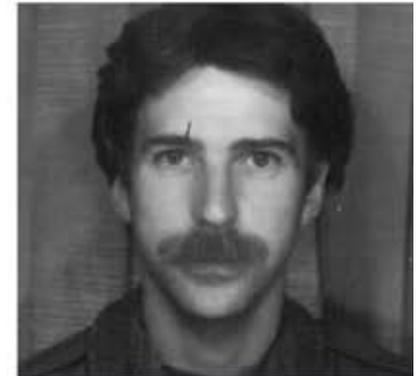
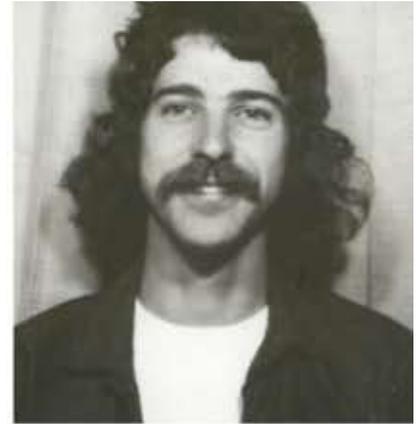
The subject was still in its infancy but as 'design' not CDT. Technology gradually took over and I must say that when I first started to teach I could never have imagined what students would be doing in their lessons in 2014. I continue to be stunned by the quality and creative innovation of those at the top end of the school. The CAD is so far beyond me it is practically on another planet.

I came here as a very unsporty teacher but the Langton staff changed that forever. I somehow managed to be selected to play for the staff 'Owls' sports teams playing football (regularly as Mr Raines will testify), rugby (it hurt. A lot), cricket (still playing but can only field), basketball (I'm a bit too short to be honest), badminton, darts (yes, really), volley ball, softball, 5-a-side football .... but it was hockey that really grabbed me for which I owe thanks to Mr Jeanes and Mr Dowsing. I still play for 'The Friars' a Canterbury side — in a League no less — and I'm not even the oldest player and I have somehow managed to land the role as coach for Langton students on Fridays.

It has been a privilege to have taught so many talented students past and present and, hopefully, I have contributed something to their lives. Like many of my colleagues I am still in contact with many of my previous students and they all remember their school with great affection.

At 59 I thought it was time to leave the DT Department to younger blood. Will I miss it? Oh yes, for sure. I will miss the students and staff more than I can say.

Farewell Langton. You have made me the man I am today.



*The Langton Owls*

## **Mr John McCrae, Subject Leader Maths**

I arrived as Second in the Mathematics Department to Mr Richard Armishaw in September 1982. We were still doing O' Levels then as well as old fashioned 3 hour A Level exams – none of this modern molly-coddling module business. There is a theory that everything in Education is circular and Mr Gove seems intent on bringing back that style of exam in the near future! It may make the system more rigorous but will it be as accessible to so many students?

I instantly found the Langton to be a very friendly and welcoming place, albeit a little noisier than my previous school, Chatham House in Ramsgate. Maybe that was because the Langton student was a subtly different animal. One who was prepared to be more enquiring and more independently minded. I admit to finding my first term here really tough because all the systems were new and different but that unwanted novelty feature soon dissipated and I started to feel at home.

The pastoral system of the school changed and the Year Head system was adopted and I became one of the original Year Heads with responsibility in alternating years for Year 10 and Year 11 together with the redoubtable Colonel Haddon. He was one of the real characters that I shall always remember from my time here. He became Head of RE when he left the Army (the Royal Green Jackets) by writing to all the local schools when re-training at Christchurch. He was a big man in many ways. Suits were bought in Savile Row and he was very heavily involved locally as a Church

Warden. When the Lambeth Conference was held in Canterbury during the 1980's, he was given time off by the Governing Body in order to organise the living accommodation and transport for all the visiting Bishops and Archbishops from all over the world, thereby utilising his logistical and organisational skills that served him so well both in the Army and at the Langton.

After seven years of being Mr Armishaw's number two, I became the Head of the Mathematics Department when he took on the newly formed position of School Bursar. I have been privileged to have held this position for a quarter of a century during which time there have been many changes. O' Levels had morphed into GCSEs, A Levels became modular and the intermediate step of AS levels were introduced.

The Maths Department used to be all over the place – by that I mean that it was housed in rooms all around the school. We had rooms on the top floor, rooms in outside mobiles and even a classroom in what is now the Server Room. Then in 1997, the new Science and Maths block was built and we could all be housed together. This has undoubtedly helped to make the Department feel more unified and we are able to support each other to a more beneficial extent.

A major change occurred when girls joined our sixth form. There were 3 brave souls in the first year and this has grown into almost 200. Generally the sixth-form has grown beyond all recognition. I can remember the time when we had 3 students

studying Further Maths in the Sixth Form. This year we had 35.

I have been involved in many school visits during my time here. I remember helping with Music Department trips to Glyndebourne and Colonel Haddon's mammoth annual trips to the Royal Tournament. For many years I was a regular visitor to Montreuil-sur-Mer for the three-day visit that all Year 8 forms used to undertake. I became quite proficient in ordering 15 baguettes and 30 croissants from the local boulangerie!

Undoubtedly my most memorable visits have been to Rowlyn. Apart from one or two gaps early on, I have been to the Welsh Hills every year. The school is really lucky to have access to this unique resource. It provides a very special place that is always at the forefront of students' memories about the Langton. How many students realise that the title above the door – "Falcon's Rieust" – is a typical Langton piece of humour recalling Bernard Falconer, one of the members of staff who "found" Rowlyn for the school, and Chris Rieu, who was then Headmaster at the time.

I have to admit that I hated my first visit there. I had never done any hill-walking before, was sold a second-hand pair of walking boots, which were more akin to Deep-Sea Diving Boots, and crippled my feet, and I managed to wrench my neck muscles which meant that I walked up Snowdon without being able to look round at the fantastic scenery.

Not that there was any view to see from the top of Snowdon that time due to the inevitable Welsh drizzle; nor the next four times either! I had been persuaded to return to Wales having bought myself a pair of decent walking-boots and well-armed with Ibruprofen for unforeseen injuries! Since then, I have seen those fantastic views on many occasions. There was one occasion when we crossed Crib Goch just behind the Japanese Ambassador and one of the boys almost knocked him over in the summit café – we advised him not to take any holidays in Tokyo for a few years!

One ex Head Boy came up to Rowlyn with me as an extra helper





to get some experience just after he left school and Martin Chester is now the Coaching Development Officer of Mountain Training UK at Plas Y Brenin, the Mountain Training Centre in Snowdonia.

Two of my main hobbies are music and the theatre. I directed four Langton musicals in joint ventures with the Girl's School: two Gilbert and Sullivans, one Offenbach and a Shakesporean musical ("The Comedy Of Errors"). These were great fun and enabled the pupils to see another side of me apart from numbers and algebra! I also organised several staff revues (how did we ever have the time to do this?) which were put on either to raise money for a specific project or for charity – I particularly remember the Music Wing Appeal which we called "Howzat!"

I have been extremely fortunate to have worked with a very supportive and talented group of people in the Maths Department. We have been very lucky in that most members of the Department have stayed for a considerable period time and provided great continuity. Apart from one elderly gentlemen, a retired lecturer, who lasted two days and left his hat! It has always been a team effort and it is to everyone's credit that the Maths Department has grown enormously and achieved such success.

I shall miss the great camaraderie of the staff-room and the intellectual challenge posed by the pupils. This has always been a very good school and seems to go from strength to strength. Long may that continue.



## HEAD STUDENTS 20014



# LOOKING AHEAD - THE CLASS OF 2014

***My name is Zubair Hasan Asim and I am coming to the Langton in September.***

Life is a series of challenges for most people. Its all part of moving on in life. When I was in year five at primary school and the Yr 6's were leaving, there was a whole shed-load of tears! It wasn't a pretty sight, and it just goes to show that moving on is very difficult for some people but I am looking forward to going to my secondary school, the Langton. I mean, just think of it, lots more people might mean lots more friends and there are tons of things to do, and I really want to join lots of the clubs like rock climbing, football, cricket ...

My favourite subjects are mathematics and science (as well as P.E) and I am looking forward to learning how to use a scientific calculator and doing explosive science!

I really like learning about space and I really want to go to the Star Center and observatory and learn about cosmic rays . This is what the excited me most when I went to the open evening. I also want to see what it's like take part in the Duke of Edinburgh Awards in Years 9 and 10.

I am lucky enough to be head boy in my primary school so I am hoping to improve on my leadership skills, improve my social skills and learn about teamwork.

So - I am going to the Langton and I am looking forward to it. Maybe when I get older I will get really annoyed about not being a kid anymore and having to work for GCSE's or A-Levels but at the moment I am just feeling excited.

***My name is Henry Streeter and I am due to come to the Langton to start Year 7 in September.***

When I heard that I had secured a place at the Langton all sorts of thoughts suddenly came rushing into my head. One of them was ..... homework! On the other hand I know that in a few more months I will be learning lots of new things and doing more 'grown up' learning like using Bunsen burners, and scientific chemicals. I have been wanting to do this for some time!

I am most looking forward to all the sports.

I really love most sports, especially football, hockey and cricket.

I am really looking forward to going to the Langton and can't wait to get stuck right into it!

***I am a 'new' Langton mum, and my eldest child is joining the Langton in September. I prefer to remain anonymous for obvious reasons!***

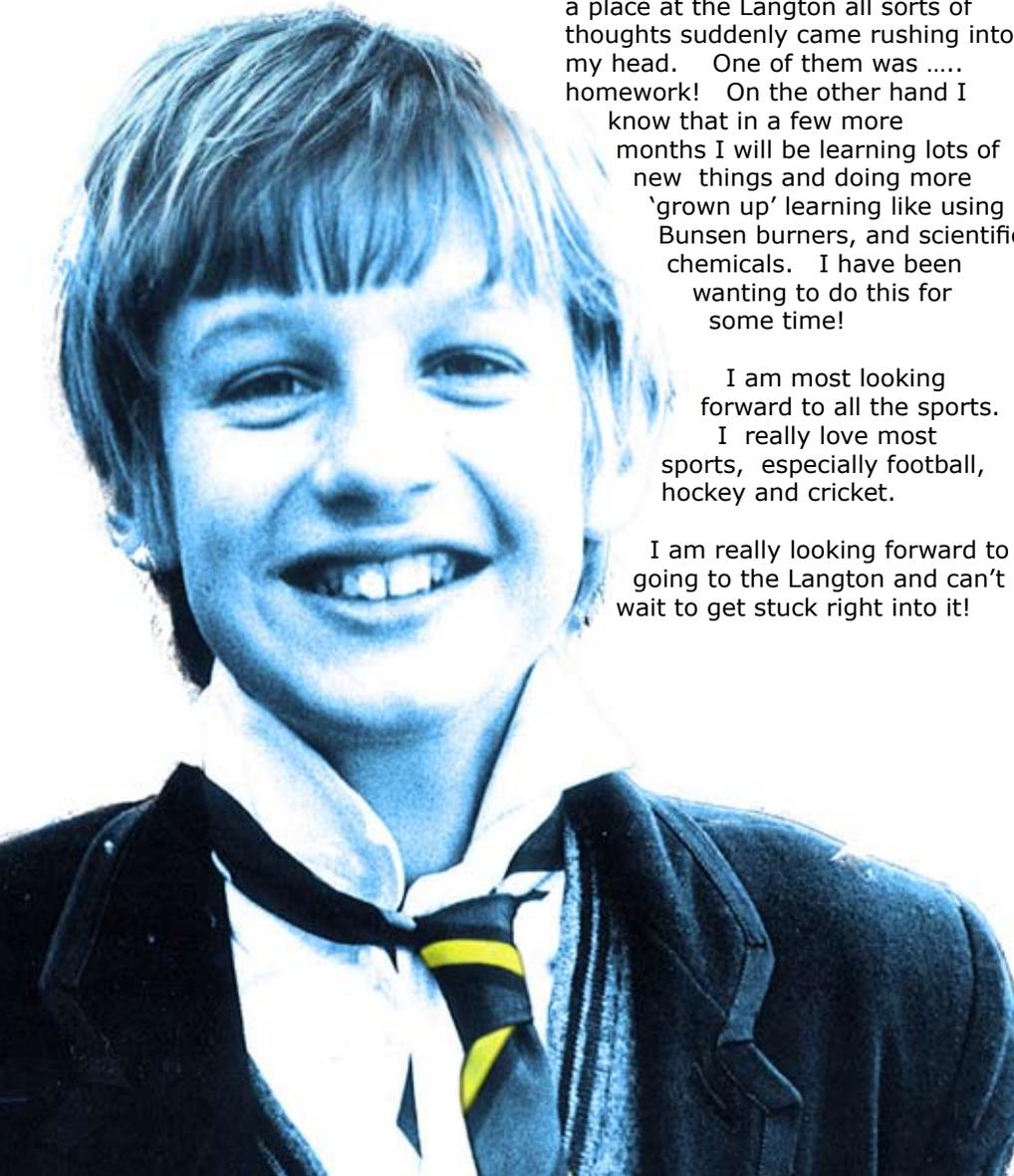
My son is very excited about changing schools but I have to admit that I am quite nervous for him! It is hard to cut the apron strings and send him off onto the next stage of his education without worrying a little bit about how he will cope.

One of the main changes will be that he will be travelling into school by bus rather than taking a short walk to his Primary and this will obviously make his day longer. He has assured me that he will spend his travelling time doing homework but I somehow doubt that will last! I am sure that once he gets to know his travelling companions the bus ride will become a social experience and a useful way to unwind after the school day.

Homework is, actually, one of the things that most worries me - my son is keen to learn and has always done his homework on time but, to be honest he has never been given much to do by his Primary school. I am hoping that homework will not be a point of contention when he gets home. I have spoken to a member of the KS3 staff at the Langton and she has assured me that new boys are introduced to homework gradually and it is not heaped on them as soon as they start.

It sounds silly I know but I am also worried that he might get lost in the school! He has never had to move from classroom to classroom for lessons and the Langton is a really big site. I have been reassured to learn that the staff will always be on hand to guide and direct any stray Year 7 boys until they have found their way around the school.

The KS3 Handbook for Parents that were sent to all Yr6 parents has been very useful and has helped both my son and I to get our heads around the huge step that he is about to take. Hopefully he will be at the Langton for 7 years and I hope that he will enjoy every single minute of it and make the most of all the opportunities that will be offered him over this time.



# Canterbury Question Time

The Hall slowly filled to reach c. 100 audience members for a triumphant 'Canterbury Question Time' debate. It was successfully organised and overseen by Alex Hatfield and Ephraim Viki of the Langton Politics Association (LPA). Sam Nimmo took many great photos and several students assisted with the evening's logistics.

Five party reps kindly gave their time and staked their reputations: Julian Brazier (incumbent Conservative MP), James Flanagan (Lib Dem candidate and ex-Langtonian), David Hirst (UKIP candidate and former Conservative), Hugh Lanning (controversial Labour candidate and ex-Trade Unionist), and Pat

Marsh (Green candidate, participating in her inaugural political debate).

Tim Bates, a Journalist from the Canterbury Times was also present to summarise the event. His short article, featuring Sam's photos, can be accessed via: <http://www.canterburytimes.co.uk/political-parties-Canterbury-candidates-forward/story-20886817-detail/story.html>

The candidates began by confidently putting forward their visions for UK politics and outlining some of the major issues, such as: immigration, youth unemployment, benefit reform, public services, voter engagement and the environment.

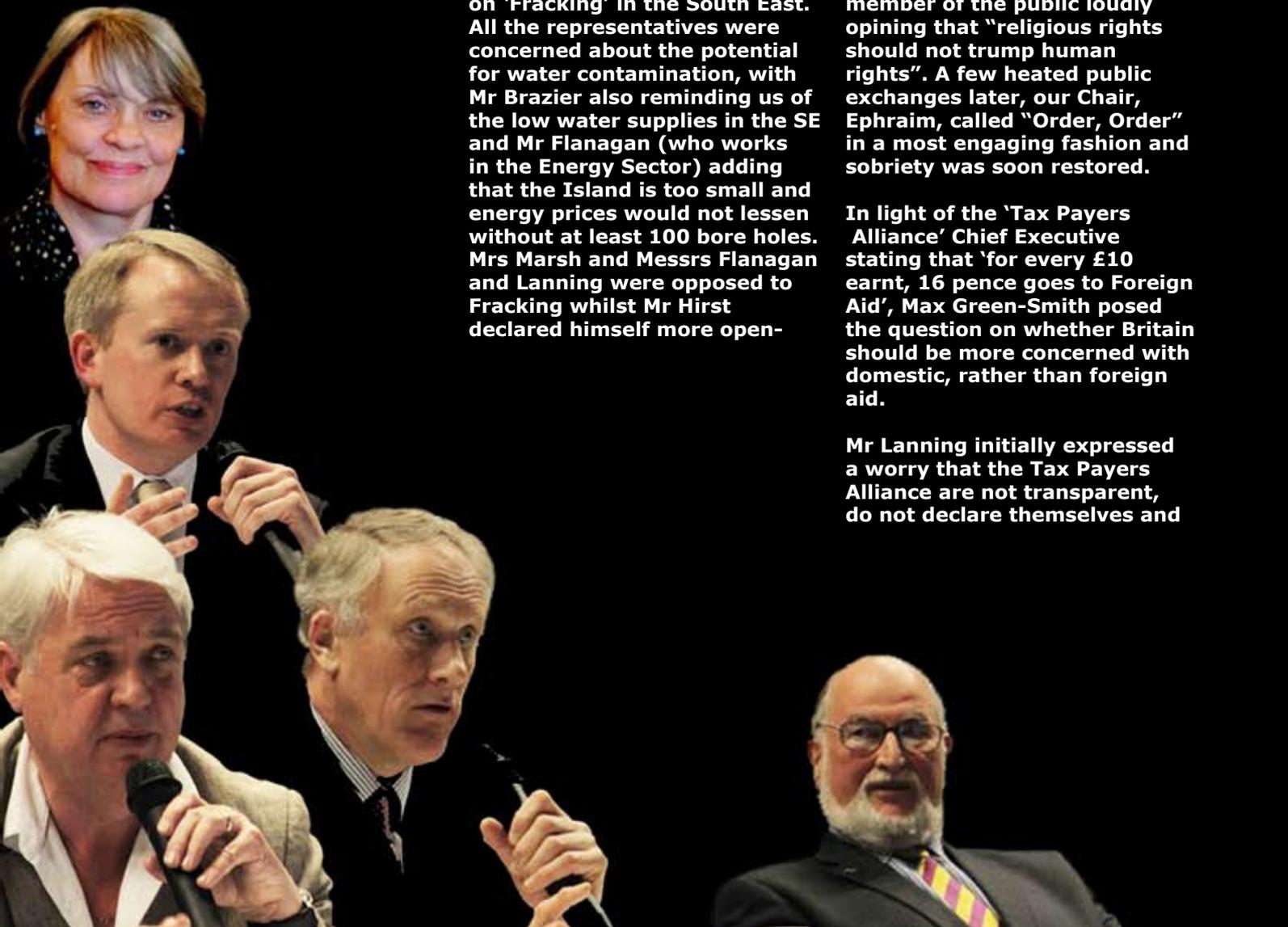
The Chair then focused on particular issues, raising a question from Bobby Andrews on 'Fracking' in the South East. All the representatives were concerned about the potential for water contamination, with Mr Brazier also reminding us of the low water supplies in the SE and Mr Flanagan (who works in the Energy Sector) adding that the Island is too small and energy prices would not lessen without at least 100 bore holes. Mrs Marsh and Messrs Flanagan and Lanning were opposed to Fracking whilst Mr Hirst declared himself more open-

minded, similarly, Mr Brazier intimated he might be persuaded depending on safety and local financial returns.

With Gay Marriage being legalised in less than six hours the panel were asked by Raevan Headlam if they thought this was progressive or a misguided re-definition of the institution. All candidates supported gay marriage as a progressive step except Mr Brazier who contrary to his government's own enactment believed that Civil Partnership was sufficient. He further expressed concerns about the legal rights of those taking a religious stance against it. The debate took a hotter turn when the panel began discussing gay marriage as a Human Rights issue. The marital 'rights' of religious minorities Vs. British law then caused a little unguarded repartee, with a member of the public loudly opining that "religious rights should not trump human rights". A few heated public exchanges later, our Chair, Ephraim, called "Order, Order" in a most engaging fashion and sobriety was soon restored.

In light of the 'Tax Payers Alliance' Chief Executive stating that 'for every £10 earned, 16 pence goes to Foreign Aid', Max Green-Smith posed the question on whether Britain should be more concerned with domestic, rather than foreign aid.

Mr Lanning initially expressed a worry that the Tax Payers Alliance are not transparent, do not declare themselves and



## Report by Ms J Barker

perhaps have misguided targets. But returning to the topic, the Labour candidate was concerned that there appears to be a perception that countries receiving aid are not entirely trustworthy and he believes this to be unfair and at worst possibly racist. He added that with appropriate controls aid should continue.

Mrs Marsh believes it to be necessary and fair to continue overseas aid, especially as we were a former colonial power; it is also Mr Flanagan's belief that it is our duty to lift countries out of poverty, adding that UKIP wants to reduce foreign aid. Mr Hirst countered that he does not want anyone to be in poverty but thinks aid administration needs reviewing, including who decides on the distribution, and greater control to prevent any misappropriation of funds. Mr Brazier supports foreign aid with one reservation, he thinks the international definition of aid is too prescriptive and requires a review.

We latterly touched on the recent announcement of an almost 2% Council Tax rise in Canterbury contrary to the Government's own recommendation to freeze it for another year and receive higher central government funding in lieu. The shortage of suitable housing, partly in light of increased immigration, also drew attention and Mrs Marsh deployed the statistic of a million empty homes in the UK, with c. 60,000 in the SE. These homes, she believes, should be made habitable ahead of or alongside other building projects to cater to the demand for properties.

Altogether, there were 14 prepared and intelligent questions tabled and approximately six were put to the panel. This demonstrates the clear engagement that occurred between the party members which prolonged the responses to each question.

Apologies to anyone whose question and its response has not been covered; this was entirely due to the note-taker running out of paper.

Many thanks to Mr Stokes, Mr Green, Mr Begg and Mr Forester for enabling the LPA to use the Hall and the Audio equipment. And especially, our thanks to Alex and Ephraim, who have been tireless LPA Chair and Treasurer for the past year. They will soon be handing-over to Imi Brawn and Ellen Coombe and we wish them every success.

If you would like to find out more about the Langton Politics Society see Mrs Barker in the Library.

Pictured Left  
From the Top  
Mrs Pat Marsh  
Mr James Flanagan  
Mr Hugh Lanning  
Mr Julian Brazier  
Mr David Hirst



A new sport has been introduced to the Langton this year. Touch Rugby is a non-contact version of Rugby that focuses on handling and fitness. The sport is not just for Rugby players wishing to maintain fitness and sharpen their handling, anyone can take part even those with no previous rugby experience.

The initiative is essentially an offshoot of the very successful Canterbury Touch Leagues that run on Wednesday nights at the Langton. Adult teams from all around East Kent take part in the weekly competition. There are currently two 6th form teams taking part and several former students, male and female are members in other squads. Canterbury Touch is headed up by Tom Humphreys who represents England at Touch Rugby. Tom has also helped coach 3 of our current students, Ross Howard, Barney Howard and Rory Coulson-Tabb into the England U18 squad.

All students in Years 7-10 have been taught the sport over recent weeks culminating in the Langton Touch Rugby Competition which takes place every Friday after school. The competition features 3 leagues; Premiership, Championship and National 1 and teams compete on a weekly basis to gain promotion. Teams from Year 7 through to 6th form and even an ageing but tactically astute staff team can be seen, driving, scooping and dumping on Friday nights. Tom Humphreys is also on hand to assist the players in their development.

Students take part in Touch Rugby for lots of different reasons. Some are rugby players who wish to develop their fitness, agility and handling, some wish to try a brand new sport, others just enjoy competing with their friends in the sunshine. Whatever the motivation there is no doubt that Touch Rugby has proved to be a welcome addition to Langton's sport provision. Why not have a go yourself?

# Discovering Dockland

**The Year 8 Geography Fieldtrip took them to London for the day. Their brief was to investigate how regeneration is improving urban redevelopment in London Docklands and what is happening in the former Olympic Park in Stratford. Charles Noble from 8M takes up the story.**

We arrived at Canary Wharf with our clipboards and pencil cases at the ready and were split into 4 groups of 10 boys. We departed on our trip at ten past nine. We were told to bring waterproofs, pencil cases, clipboards and a packed lunch for our trip. When we arrived at our destination in Canary Wharf we were split up into smaller groups and sent on our way to learn about the economic, environmental and social impacts of regeneration projects.

We started by focusing on the regeneration of the London Docklands which began in 1981. We saw that the economy in the area had grown and new transport infrastructure had been developed by adding new bus routes and new roads. The new businesses that relocated to Canary Wharf have benefited the area in many ways and we investigated how regeneration has changed the area in terms of its economy, environment and society.

One of our tasks was an 'environmental quality survey' of the area. The questions focused on issues such as litter, congestion and building structures. We used this method to assess the state of the environment and whether the area has been successful in terms of creating a better landscape. We also took lots of photographs and walked right through the heart of Canary Wharf. This gave us a great feel for the area and we could really see how many

people are now employed in the area.

There is no doubt that Canary Wharf had regenerated but at what cost? What about the locals who used to live there? Mr Cassidy left us with the question "Do you think the old Dockers could afford to live in the new Canary Wharf?"

We then headed to the DLR to go to our next site in Stratford.

When we arrived at Pudding Mill Lane, we could see a very distinctive land mark. The Olympic Park! It was clear that the park was still under construction and it looked very different from the coverage shown during the Olympic Games. We were here to investigate the ongoing regeneration of Stratford - comparing it with what we seen at Canary Wharf.

When we arrived we assembled at the View Tube centre where we were split up again into our houses and given our new tasks. The first group stayed where they were and had a session with the View Tube group, while the second group went

outside and filled in a questionnaire and answered the relevant questions in the booklet.

The Viewtube tutor explained all the facts and stats about the Olympic park and told us about the past, present and future of the Park. She also told us how the site might look in 20 years' time and asked us what we would want to include in a new town redevelopment project. The discussions were very interesting and she had some excellent knowledge about the local area. She explained that future plans had to consider what was best for those that lived there and that regenerating the local community was a key aim of the project.

Then it was time for us to walk around outside and explore how the site was changing. Large posters had information about the facts about different areas and what was planned



for them; things like the Aquatic Centre which will be turned into a local swimming pool for public use. The Olympic park has been renamed Queen Elizabeth Park and there are many new housing projects being established to house the local people. They are also developing new schools and colleges on the site. We also learned that Stratford has changed to one of the most accessible parts of London which will draw lots of businesses to the area and create lots of jobs.

We finished with a brief group discussion in which we compared and contrasted both regeneration projects. It was clear that both projects had many successes as well as things to improve upon.

Although Canary Wharf has brought great economic changes to the area the locals and the environment have been neglected. The old community spirit in the area has vanished as many of the locals were forced to move out. From visiting Stratford it was clear that the Olympic Delivery Authority had a real emphasis on regenerating the area not just economically but socially and environmentally. Mr Cassidy left us with another question for the coach home. "How do you measure a successful regeneration project?"



**view  
tube.**

Perfectly positioned right next to the ever developing, always changing Queen Elizabeth Olympic Park, View Tube on the Greenway is a community venue with a difference. Open 7 days a week, 9am-5pm, with free exhibitions, cafe, bike hire, education and more. - See more at: <http://www.theviewtube.co.uk/#sthash.HP70gi1k.dpuf>



# CHESS AT THE LANGTON

By Michael Green (10S2)

When I was 4 years old, I was already fairly good at a Chinese game called 'animal chess', and after watching Harry Potter and the Philosopher's Stone, the chess scene inspired me to learn international chess.

I started to play competitive chess when I was 9. I'm now ranked 3rd in the country (U16) and happy to report that I am still thoroughly enjoying it! Chess is a great activity because you can compete with people at all ages.

Ukrainian player Sergey Kariakin became a Grand Master when he was only 12 years old and, at the other end of the scale Russian Grand Master Yuri Lvovich Averbakh is still playing international chess aged 92!

Even after studying and playing hundreds of games at competition level, I am still constantly learning new ideas and new moves which keeps it challenging. With other sports (which I also enjoy), repetition can be the key to success but with chess every game is different.

Charutha Senaratne (10S2), Mr Eagle and I organised a meeting to see if there were any other chess players who would be interested in representing the school. To my surprise, 38 people turned up - far more than we expected! We decided to run a 6 round tournament to work out who would best represent the school but there were too many strong players to pick from, so I set up a simultaneous tournament for those who scored 4 or more out of 6 rounds (1 for a win, 0.5 for a draw, 0 for a loss).

Simultaneous chess is where one person (in this case, me) plays everyone at the same time, which results in that person having less time than the challengers. Out of the 14 people who qualified, I managed to win 10 of the games; losing to Charutha Senaratne and Hussein Al-Kazwini and drawing with Cal Hewitt and George Butcher. I blundered a queen early on against Hussein, who will never let me forget!

In September 2014, we will compete in the Team Chess Challenge, a national chess tournament for secondary schools across England. We will enter two teams of four to compete against Kent schools and if we qualify we will go on to meet stronger teams from London. I hope to report good news in the coming future!

I would like to thank Mr J Eagle for getting the school to buy 15 new chess sets and giving up his time to supervise, and everyone who has helped and participated.

If you would like to learn chess, you can email the two junior chess clubs in the East Kent area. One meets on alternate Saturdays at the University of Kent & Canterbury (O.D.Lyne@kent.ac.uk); the other meets on Mondays at Woodnesborough Village Hall (susanfsj@gmail.com).



# THANK YOU FOR THE MUSIC

## A Tribute to Mrs Lorna Braddy by Fergus Carver

Mrs Braddy arrived at the Langton 12 years ago and over those years she presided over countless concerts, shows and other musical activities.

Some of the best memories I have of Mrs Braddy were the large scale productions and shows that she produced. During my four years at the school so far there has been *The Mikado*, *Joseph*, *The Threepenny Opera* and *Grease*. All of them were amazing and everyone that took part will know that Mrs Braddy never went for the easy option and, if there was an opportunity to fit in a dance routine, then all the better!

During my time with Mrs Braddy I visited Poland and Italy on music tours as well as those closer to home - *The Isle of Wight* and the *Cotswolds* - with the Chamber Choir. Mrs Braddy gave willingly of her time before and after concerts and shows and in the evenings and weekends when she often escorted students to outside musical events. Even students who only showed a glimmer of musical talent were taken under her wing and turned into a musician in time.

Her teaching techniques were unique - like getting the junior strings to walk across the stage avoiding the chairs and music stands in the way while still playing a piece only learned that day!

Her music teaching wasn't confined to the Langton. I lost track of the amount of times we visited outside venues - especially primary schools- where she taught the pupils about music and showed them what the music department did at the Langton.

This academic year has been a big year for the music department. In September the talk was of a massive concert in the new Colyer Fergusson Hall at Kent University, a new purpose-built concert venue with an amazing acoustic. This was the largest concert the school had ever done and there were hundreds of people there, both performing and watching. Many teachers were involved and lots of former Langtonians returned to celebrate Mrs Braddy's career at the school. The concert summed up 12 years of music for her as we played all of her favourite pieces. To top-off a fantastic event we all took part in a massive choral and orchestral work called *Gloria* by Karl Jenkins. This was 70 pages to be learnt in double quick time! The audience showed their appreciation by giving a standing ovation.

To end her time at SLBS on a high, the choirs and orchestra lead the commemoration service in the Cathedral in May and I'm sure she was very proud of everyone who took part.



## Report by Mrs Emily Temel, Director of Music

It is already shaping up to be an exciting year ahead in the Music Department, with the appointment of two new members of staff. In September, we will be welcoming Mrs Lucy Gove (BMus, PGCE), who will be focusing on KS3 and Dr Sam Bailey (BMus, MMus, PHD), who will be teaching our A Level students. We are extremely excited by both of these appointments and believe that they will both complement the skills of the current department (Mr Pollott, Mrs Collman and myself) and be a great asset to the Langton.

We are continuing to utilise the wonderful instrumental skills of our peripatetic teachers and hope to introduce more leading lights from the professional music scene to our students through a series of workshops and masterclasses.

We have many long term goals, but in the short term, as well as continuing with all of the current extra-curricular, we will be focusing on raising the standards of, and enthusiasm for, singing at the school.

We will be working towards large scale concerts, but also taking advantage of other opportunities for our smaller ensembles to perform in both school and public events. Dr Becky Parker is enthralled by the thought of some musical accompaniment to her Star Centre events and we hope to be seeing more of the music department popping up in other areas around the school.

Are you aware of how much musical talent there is on the staff? Dr Parker, Mr Johnson, Mr Walters, Mr Lyttle, to name but a few, and we have been known to hear our very own Mr Moffat ably playing the guitar and singing at staff functions! Our hope is to start a staff choir, who will be able to join in with major events and also provide some fun entertainment to end of year assemblies, so watch out!

We are researching the possibility of an end of year tour and the Chamber Choir will be returning to the Isle of Wight for their annual tour.

While I have a captive audience, we would like to give a plug for the CavatinaTrust in association with the CanterburyMusic Club. This is a scheme that offers free tickets to concerts given by many world-class musicians, right on our doorstep. The season begins again in September; for more information please contact Mrs Collman in the music department. It would be great to see more of our students really making the most of incredible opportunities like this.

With relation to instrumental tuition from our peripatetic teachers, we urge anyone who is eligible for a Soundhub bursary to apply for financial assistance with your child's instrumental tuition.

The following criteria apply:

- 1) Income Support/Employment Support Allowance
- 2) Job Seeker's Allowance
- 3) Working Tax Credit
- 4) Incapacity Benefit
- 5) Children eligible for Free School Meals.

We would also like to start afresh with our own in-school instrumental bursary scheme. We invite anyone to apply for financial help with instrumental tuition, but reinforce the fact that our budget is limited. If you are already receiving a bursary, please do not assume this will continue, but re-apply in order to make the whole process fair.

Finally, we hope that your unstinting support will continue next year and that we will see many of you at the various concerts and occasions.





# WINTERSKILLS IN SCOTLAND

Mr Boucher dug out his thermals and headed up to the Highlands

On the last day of Autumn term Miss Fraser asked for help, she wanted another driver to help take a group of year twelve boys on a winter skills trip to Scotland. Someone suggested me and being full of Christmas cheer and some beer, I agreed. It wasn't until the next term and I was asked for my passport details that I realised that I did not have to drive up to Fort William. We would fly to Glasgow and then pick up a hired minibus and spend much of the February half term in the cold and wet. I was then asked for my boot size, winter mountain boots would be provided along with an ice axe and crampons. At this point I realised that I had better find out about winter skills so I downloaded a kit list and read about self arrest and using crampons which all needed snow. And I read the disclaimer which said 'that the activity was dangerous and you might suffer cuts, bruises, breaks and heart attacks, that you volunteered to do the activity and in no way was the organiser responsible for any misfortune, accident or death; please sign here to indicate that you have understand this'.

The activity or training was provided by RAW Adventures, D of E training providers of North Wales run by Ross and Kate. Ross came to the school to speak to parents and talk about equipment and enthusiastically spoke of wonder of snow covered hills. To my dismay he mentioned starting on the mountain before daylight and the pleasures of staying up there after dark.

We flew from Stanstead and picked up the dodgy minibus from Glasgow airport. We followed the winding road along the shore of Loch Lomond then across the bleak Ayrshire countryside. Then we entered the magnificent Glencoe and I saw the mountains that we would be climbing and I did

feel a little excited at the prospect. We arrived at Fort William, met Kate, Hanah and Simon our trainers and guides and got us kitted out with crampons, ice axes and boots. Then to Weatherspoons for a curry (Thursday's special), then back to the hostel which was warm and welcoming and every third room seemed to be a bathroom.

The next day the weather was foul, lots of rain and too windy for the Gondola to run so we would have to walk up to our destination, the North Face of Ben Nevis. We left the van in a forestry car park and climbed the style and just got 20 meters along the path when the first gust of wind hit us. It all but bowled me over, I had never experience wind like this and it got worse as we went higher up. We reached the snowline, the best snow for 50 years, and the rain turned to snow and the wind blew hard ice pellets into our faces so we put on our ski goggles and helmets. We even witnessed an avalanche, tumbling snow down the opposite slope of the valley. Higher up in the deep snow we were shown how to use our ice axes, how to hold them and how not to impale ourselves on them (hence the hard hats). We used them to climb a vertical wall of snow, we just dug in the handles and kicked steps into the snow and climbed and it was easy and I enjoyed it. We then learnt to self belay, stop ourselves with the axe. The awful weather was forgotten as we dug holes for shelter and struggled with learning how to move in the deep snow. We walked back down the slope, 'flat footing' so that we did not sink too deep in the snow. We almost ran down the mountain and I realised that I certainly would not be doing this without the snow cover. All too soon we reached the snowline and the rain and the trudge back to the van.

Day 2. The weather was good, still raining and with, 90 mph winds forecast for the afternoon. The plan was to climb Stob Coire Raineach, our first Munro, 925 meters high. We soon reached the snow line and enjoyed a pleasant climb over the deep snow. At 800 metres the snow became icy and crampons were needed. We had to learn how to attach the crampons to our boots whilst keeping our gloves on. It's all about minimising heat loss. We practised different methods of walking with crampons, adopting a waddle that would keep the spikes from tearing our trousers. Again the exercise was fun and we reached the top easily and then sort of ran back down the slope. We learnt to take the crampons off with our ice axes and continued down 'flat footing' and sliding down the slopes. But we still had to be careful, for beneath the snow there are streams and the possibility of falling through and being dragged under the snow by the flow of water; not to be found until spring. If you got the 'flat footing' wrong your whole leg would spear itself into the snow. Sometimes this would happen and you would feel no resistance and then, when you had got your leg out, you could hear the sinister gurgle of the under-snow stream.

We got off the mountain without mishap and returned the borrowed equipment. It struck me that we had climbed mountains in the sort of weather that would certainly prevent any thought of climbing at Rowlyn. We returned to the hostel, showered, went out for a meal and I was allowed to have a beer this time. In the warm glow of achievement we all agreed that it was one of the best adventures that we had ever had. I would like to thank Miss Fraser and Kate, Hannah and Simon of RAW Adventures for a fantastic time.



# Going for Gold ... in the Cold

**Duke of Edinburgh Gold Expedition to Finland, April 2014  
by Wilf Yardy**

## Report by Wilf Yardy



Having completed the Bronze Award, I realised that the Gold Award would be a good experience for me. I enjoy challenges and outdoor pursuits, so a Gold expedition sounded as though it would be great. It would also provide an opportunity for personal development and experience of team-working. The Duke of Edinburgh awards are a beneficial addition to have on a CV and as I am planning to apply for medical school, I need to make my CV as full and diverse as possible.

When Miss Fraser talked about the expedition during a school assembly, it sounded really exciting. My brother had undertaken a Gold expedition in Wales, but I wanted to have a more extreme experience. Nobody in my family has been to the Arctic before and I wanted to be the first one to do so. This expedition offered a unique opportunity to experience sub-zero temperatures and more snow than I have seen before.

I was looking forward to going somewhere new and to try Finnish food, especially reindeer and I must admit the idea of being able to have saunas at the centre was appealing. I was also looking forward to being away from home and school, having to be self-reliant, learning to walk in snow shoes and being able to use an axe and knife.

I *wasn't* particularly looking forward to feeling really cold or suffering hypothermia or frostbite. I was also a bit concerned that the ice on the lakes might break and I would fall into freezing water! The navigation sounded difficult and I was concerned that we might get lost in the forest. We had been warned that we would need to take huge amounts of food to provide enough energy to

keep going in the extreme cold and so I was worried that I would get really hungry on the expedition but I was most worried that I would not be able to make a fire in cold snowy conditions and that I would be excluded from the trip!

It was good to be able to utilise the new skills that I had learnt during the training. I enjoyed navigating and looking out for wildlife - it was great when we saw the reindeer walking about amongst the trees! I loved sitting around the campfire in the evenings - it was good to relax, eat hot food and talk about the day with my friends. This was especially true as we had had to chop the wood, make the fire and cook the food ourselves.

The scenery during the day was beautiful and at night it was fantastic to be able to see the stars so clearly. We visited a Husky farm and, as we do not have a dog at home, handling any dog would have been a new experience but the fact that they were huskies made it even more fun.

As a team we were very good at the emergency procedure in the event that someone got wet and cold. This made me more confident that when we were on the actual expedition we would be able to cope in an emergency situation. We were all really enthusiastic and there was really high morale in the group. We found things to laugh about and were able to look forward to things even when the going was tough. We all helped each other out to ensure that as a team we were successful.

During the night we slept in tents - Ewan and I joked about freezing to death in our sleep; telling jokes and laughing helped keep us warm. One of the best things is that I have





built new friendships with others on the expedition. On a personal level, I was totally committed to training for the expedition and learning the necessary skills and I was pleased that my fitness level and skills set meant that I was able to successfully complete the expedition, and to really enjoy it. Both my fitness and skills have improved as a result of the expedition.

I have to admit that I did not enjoy the mornings - it took a long time to decamp and prepare for the day. Boiling water for the team took hours and was tedious when we just wanted to get going. I was under the impression that Finland was quite flat, but there were lots of hills which seemed steep and long when pulling a sledge behind you - and I was always pleased when we got to the top.

What I would recommend to others who were going on the trip?

I would advise that they add lots of fruit to their trail mix to make it tastier. I had hung Salamis to my back pack and these were a life-saver as they were easily accessible and provided a tasty snack, especially when heated over an open fire. Although it was an additional expense, having a backpack that had been specifically fitted to me meant that my shoulders and back were less painful than other people reported theirs to be.

I had a fantastic time in Finland and am grateful for having the opportunity to take part. I would thoroughly recommend this trip to others.



Langton English teacher Ms Orlagh Geoghegan is leaving the Langton to go off to see the world! She has volunteered to English in the Ecuadorian Amazon rainforest region in September, following which she will be trekking in South America going from Patagonia to Chile before finally taking up a permanent job Vancouver in January. Langton News asked her to reflect on what inspired her to become a teacher.

## Believing Beyond the Blazer



*Ms Geoghegan with her Year 10 English class*

My single most important learning experience happened when I was 12 years old and en route to our weekly swimming lesson in the village community centre, about a mile down the road from my primary school. I had fallen into step with my then teacher, Miss Sweeney, who began to question a group of us on our ambitions for when we grew up and our feelings about making the transition to secondary school the following September.

I had regarded Miss Sweeney as loud and somewhat brackish. She was an excellent Irish speaker and an experienced GAA coach, something which made her hugely popular amongst the boisterous boys in my class. I had often felt that to get her attention in a lesson you had to calculate the tackle, push yourself forward and be ready to defend yourself against the ever vocal boys who had a tendency to dominate. Apply these soccer strategies in her classroom and you felt you existed on the team, so to speak. But this time was different. This time she had singled me out and, after detecting that I was suffering from an

acute attack of shyness bordering on self-deprecation when questioned on my ambitions, promptly instructed me to always aim high. There was gusto in her voice and it was a simple non-frills directive delivered plainly: "Always aim for your highest aim, Orlagh. I believe you'll go far."

I normally hated swimming lessons, the rough and tumble of an overcrowded pool and the necessity to keep a vigilant eye out for floating plasters and other undesirables, but that day I swam like never before. As if a set of invisible propellers had been attached to my feet. In fact, I believe I emerged from the pool a different child. Those simple words of encouragement from a teacher had meant more than any gold star in my exercise book or any school report. Of course, my parents had always been supportive but hearing such advice from a teacher seemed that extra bit special.

And that, to me, is the most important role of a teacher: to instill belief in the individual, to see the potential, diagnose the weak areas and foster a feeling of value in the self,

so as success can be sought after. I'm not sure if there ever existed a box for such a quality on the lesson observation forms that trainee teachers are judged against, or indeed that it will ever feature in Ofsted's formal appreciation of what it is that makes teachers outstanding, good or satisfactory. But without genuinely believing in the power and potential of the young people who file into our classrooms Monday to Friday, minds like sponges and with a thirst for knowledge, there really isn't much point in being there.

Realising the boy behind the maroon blazer will one day be part of the fabric of the next generation is important. To grant that generation the belief in going confidently in the direction of their dreams, to work hard and to take risks has surely got to be central to what teaching is all about. It's a privileged position to be in. Of course, there is a whole host of other responsibilities for the classroom teacher to bear, and pragmatism is a must: there's really no point, after all, in leading a student whose best talents lie in the science laboratory to believe that he's

going to one day be a novelist. But the lesson I learnt from my teacher at 12 years old has been an integral part of my own outlook on life and I vouched that when I became a teacher I would pass on to others the same guidance and inspiration I had been so generously afforded that day.

We teachers can easily get swept up in the continuous cycle of planning, teaching and marking, but there is the need to switch from the panoramic view a teacher instantly gets when standing in front of a class to the close-up reality of the individual learner.

And being an English teacher makes it easier to do just that. We learn so much about our students by the nature of the subject. There is even, it seems, a reward to be had in juggling the copious piles of marking we face. Langtonians, I write to you candidly here when I say that we enjoy getting to know your hopes, your fears, your dreams and questions, the stuff you like, the stuff you despise, your views on the world and your humorous take on life's strange and fabulous situations. Fresh, raw

and largely untouched by the cynicism that infects so many tired adults is your writing. You're incredibly refreshing. The energy you bring to lessons means teaching can never be boring. Your creativity, from the stories of pirates and far away fantasy lands you write about in Year 7 to the heartfelt polemics you passionately pen in upper school never fail to engross.

And so it is with sadness that I say farewell to the community of Langton students who I have, I feel, been lucky to teach. Langton students are incredibly fortunate to be part of a body of teachers and support staff that believes in the needs of the whole person. Getting good grades, there's no denying it, is important, but the ethos of the Langton is not to churn out battery reared chickens who feature as first class on the country's league tables. It's more profound than that. As a result, there's an undeniably healthy vibe amongst students and an unmistakable buzz in the air, a sound created by a curiosity for learning. You only have to peer into a classroom to witness it or experience a drama

production, a sporting fixture or musical performance to see the talent that exists when you wander down Langton Lane.

Now I'm aware that when writing an article like this one runs the risk of sounding a bit mawkish, sounding a bit too much like those shrinks who appear on daytime TV in a pitch to sell their next positivity book to lost souls. But I'm sure the students who I've taught will contest that I'm no fluffy push-over, and I hope I have managed in my teaching to display my genuine belief in each individual student, that beyond every blazer lies a personal dream, a contemplation of the future self. And although for some students those aspirations and goals may become a little clouded during the changeable teenage years of growth, it is certainly my belief that none of us are born with the desire to fail, that we are hardwired to survive and thrive. My point, simply put, is that at a young age it helps when someone else believes in you.

Teachers can be that someone.

# Here Comes Summer!

Grab a chair, kick off your shoes and pick up a book. Few things are as nice than sitting in the sun\* on a warm summer's day and losing yourself in a book.. Pick one from the list opposite. There's something for everyone - horror, fantasy, humour, mystery - it's all there. Go on - sit yourself down and read and read and read....

Erich Marie Remarque, All Quiet on the Western Front  
D.J Salinger, The Catcher in the Rye  
Nigel Hinton, Buddy  
Mark Twain, The Adventures of Huckleberry Finn  
The Diary of Anne Frank  
Chinua Achebe, Things Fall Apart  
George Orwell, 1984  
Christopher Paolini, Eragon  
Fahrenheit 451 - Ray Bradbury  
Michelle Paver, Chronicles of Ancient Darkness  
Anthony Horowitz, The Power of Five  
John Green, Looking for Alaska  
Philip K. Dick, Do Androids Dream of Electric Sheep?  
Ray Bradbury, Fahrenheit 451  
Mark Haddon, The Curious Incident of the Dog in the Night-time  
Dodie Smith, I Capture the Castle  
Harper Lee, To Kill a Mockingbird  
Dickens, A Tale of Two Cities  
Pratchett, The Colour of Magic (et al)  
Westall, The Devil on the Road  
Anything in the Jeeves series by PG Wodehouse  
Susan Hill, I'm the King of the Castle  
Shelley, Frankenstein  
Collins, The Moonstone or The Woman in White

\* don't forget to use plenty of high factor Sun Screen

# READ MORE!

*That's Mr Peto's battlecry. He tells Langton News why he is so passionate about the written word and it's ability to take us to new and exciting places.*



The ability to communicate through the written word has been fundamental to the development of human culture, and we all take our part in this grand endeavour when we learn to read formally in our early years. Reading is so fundamental and so intrinsic to each of us, that to imagine existence without it seems impossible; indeed, without the ability to decipher these black marks you see in front of you, how would you even be thinking the thoughts you are having right now?

The written word is everywhere, and therefore, so is reading: road-signs, instructions, notices, letters, emails, texts, instant messages, novels, essays, exercise books. The word is so commonplace, so essential, so much a part of our everyday existence that we take it for granted, and ignore the wonderful, amazing and downright complex thing that it is. Reading and thought seem to flow seamlessly into each other. Ever felt that you were actually a part of the story you were reading? Then you know what I mean. The words seem to come alive in the mind and play out in a space unconstrained by the mundane and the everyday.

But reading takes effort. Learning to read is achingly slow at the beginning: I can't imagine ever having the patience now to stumble over consonants, vowels, digraphs and trigraphs, whilst simultaneously attempting to blend these sounds into recognisable spoken words and also making sense of their meanings. But that is what my five-year-old son is doing, and something that we have all had to endure. And of course the effort is worth it.

As well as effort, the best kind of reading – extended reading, like a novel – requires time. You get out what you put into reading; that's part of the deal. The challenge is to trust that your attempts at visualising and bringing the text to life are rewarded, that, like in a feedback loop, the energy you invest in reading is repaid to you by the text as it springs to life in your imagination.

And probably the most astonishing and wonderful thing about reading, I think, is that there is always more to learn. Not just by reading things, but by learning how to read

better: more sensitively, with more awareness, more informed. After nearly 35 years of reading, am I aware that I have reached the limit of what reading can do for me? Not a chance. Indeed, the more I read, the more I realise the sheer impossibility of reading everything I have on my bookshelves. The more I read, the more I am struck by the incredible complexity of the processes that lie beneath what we call 'reading'.

Cognitive neuroscientists are now able to map regions of the brain with such precision that they can assess how reading affects us. And the news is all good. Just like your English teachers have been telling you all along, reading is good for you. One study found that, as students read *To Kill a Mockingbird* by Harper Lee (a great read, by the way - you should read it!), their brains developed 'muscle memories' as if they were actually experiencing the events of the novel. Scientific proof that reading enables you to climb into the skin of somebody else and walk around in it. Yes, that sounds gross, but empathy is a fundamental requirement of living in a complex society with other individuals, and reading is there to help you imagine how the world looks to a set of eyes other than your own.

And, of course, reading can just be pure escapism. I've never been to California, but I feel like I know the place from the novels of Jack Kerouac and I'm grateful that on my shelf lies a ticket back there anytime I want to go. That feeling of being so into a story that you can't put it down, or thinking about it during the day, looking forward to picking it up again in the evening - that's the purest kind of reading there is.

One of the beauties of reading is that there is just so much choice. In the library, right now, is a book waiting for you, a book which will help you, challenge you, amuse you, sadden you. It's a spark, waiting to be coaxed into a flame. Yes, it takes effort: you'll need to find it first, then put in the time and energy to begin unravelling the words. But, unquestionably, it'll be worth it.

What are you waiting for?

# TERM DATES 2014 - 2015

4th September	Term 1 Starts for Years 8, 9,10, 11, 12 and 13
5th September	School Photographs Yrs 7, 10, 11 and 12
23rd September	Yr 12 Parents 'Learning at the Langton' 6 pm
29th September	Yr 7 Parents 'Learning at the Langton' 6 pm
3rd October	Public Observing (from 7.30 pm)
6th October	Term 2 Starts Yr 6 Open Day
7th October	Yr 6 Open Day
8th October	Yr 6 Open Day. School Closes 1.30 pm Yr 6 Open Evening 7 pm
9th October	Yr 6 Open Day 'Freshly Squeezed' music concert featuring new musicians 6 pm
21st October	Final Yr 6 Open Day
24th October	Sponsored Walk. Term Ends
3rd November	Term 3 Starts
6th November	Learning Reports Issued
7th November	Public Observing (from 7.30 pm)
11th November	Remembrance Assembly
13th November	Yr 13 Parents' Evening 4.30 pm
4th December	Yr 12 Parents' Evening 4.30 pm
5th December	Public Observing (from 7.30 pm)
11th December	Learning Reports issued Yrs 7, 8 and 9 Yr 12 External Students Parents' Evening
18th December	Christmas Lunch
19th December	Term Ends
6th January	Term 4 Starts for all students
9th January	Public Observing (from 7.30 pm)
15th January	Yr 9 Parents - Introduction to Rowlyn
22nd January	Yr 7 Parents' Evening 4.30 pm
29th January	Learning Reports Issued for Yrs 10, 11, 12 & 13
6th February	Public Observing (from 7.30 pm)
11th February	The Star Centre Presents ... Chris Lintott from The Sky at Night 7.30 pm
13th February	Term Ends
23rd February	Term Starts
27th February	Staff Development Day No Students in School
3rd March	Yr 9 Options Evening 7 pm
6th March	Yr 13 Photographs Public Observing (from 7.30 pm)
12th March	Yr 9 Parents' Evening 4.30 pm
26th March	Learning Reports Issued Yr 12
1st April	Don Chen International Term Ends
20th April	Term 5 Starts
23rd April	Yr 9 Exams (until 28th)
4th May	Bank Holiday
6th May	Commemoration Service, Cathedral 2.30 pm
7th May	Learning Reports Issued Yrs 11 & 13
14th May	Year 10 Parents' Evening 4.30 pm
20th May	Year 8 Parents' Evening 4.30 pm
21st May	Learning Reports Issued Yr 9
22nd May	Term Ends

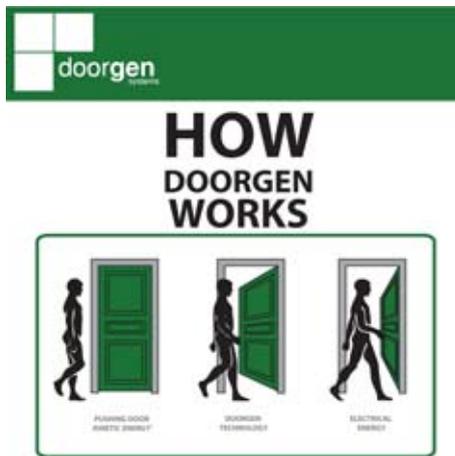
# ENGINEERING SUCCESS



7 Year 12 students - Jagan Annamaraju, Nick Leary, Ben Molony, Sam Watkins, Sam Watkins, Michael Thundow, Bart Marcysiak have been awarded the National Engineering Education Scheme Award for their 'DoorGen System'.

The last six months have seen them working on their DoorGen design and producing a professional-standard report and design prototype. Their display stand and presentation of their work so impressed the judges that they were also awarded the Gold Crest Award. This UK award scheme recognises success and personal achievements in STEM (science, technology, engineering and maths) projects. The Gold award is for students who have conducted real research in at least 70 hours of work.

Their teacher, Mr Pledger, said 'I am extremely proud of everything they have achieved. The Crest Award is assessed externally and the Gold award is only given to the most able students. For the Langton to get it in our first year of entry is an outstanding achievement.



# NEW APPROACH IN DT

**Mr Pledger explains the changes in the KS3 curriculum.**

Revision to the Design curriculum in KS3 this year has produced an excellent and positive outcome –we have been able to explore different aspects of design technologies (CAD-CAM, 3D printing, Laser cutting), engineering, sustainable design, product design and architecture. This change has resulted in a new, stimulating and challenging approach to the subject and a dramatic shift in the technology used. Students are given time for exploration, experimentation and prototyping with an increasing emphasis on them taking responsibility for their own learning.

For example one of our design briefs was: "To produce a creative and imaginative design solution for a piece of furniture of your choice which will be manufactured using sustainable materials and an eco-friendly manufacturing process."

The work produced was innovative and creative - one item in particular stood out - a sustainable Laptop Table designed by Year 9 students James Mortley and Josh Steadman (below). Their design deserved a wider audience and so we entered it into the third annual MakeIT Awards.



# MakeIT! Awards

The third annual MakeIT! Awards, recognising excellence in Furniture and Wood design amongst school students, took place on Wednesday 19th June at the Rycotewood Furniture Centre in Oxford. The awards were held as part of the Colleges annual Furniture Show which brings together industry experts, teachers and students to celebrate Britain's emerging design talent in the furniture industry.

MakeIT! Furniture and MakeIT! Wood are industry-based projects and competitions for schools, mapped to the national curriculum and Diplomas. The aim of the competition is to raise awareness of the careers available within the industry as well as the skills that are required. It familiarises students with how furniture and wood are designed and made within the industries through researching and designing products whilst investigating the various different aspects of the industry from sourcing raw materials to producing finished products.

Langton students James Mortley and Josh Steadman, under the tutelage of DT teacher Mr Dan Pledger, entered their sustainable Laptop Table. Mr Pledger said 'Their design was inspired. It fitted the brief perfectly and the boys had obviously given it a lot of thought before they progressed to making a prototype.' The industry experts who judged the competition, were equally as impressed and awarded James and Josh first prize!

Lisa Williamson, head of the MakeIT! programmes at the National Skills Academy for Materials, Production and Supply, commented "We were amazed by the high quality entries for this year's programme, which made the judging very hard. The quality of the winning design really shows off the value of the MakeIT! Programmes as well as raising awareness of the industries."

If you would like to see more about what the Design and Engineering department has been up to, check out their YouTube Channel:

<https://www.youtube.com/channel/UCPKf35nUfx9KfTZWSHjpwNQ>



## MUSICAL DATES FOR DIARY

### 9th October

Freshly Squeezed - my life as a musician so far (including Yr 7 soloists and Junior Groups)  
6 pm School Hall

### 21st October

Canterbury Festival  
Spiegel Tent  
Year 12 and 13 performances

### 23rd October

GCSE Compositions Concert  
6 pm School Hall

### 12th November

Langton Live  
7 pm School Hall

### 21st November

Student and Staff Vivaldi Gloria (junior strings, orchestra, concert band, all singers)  
7 pm St Mary's Church, Chatahm

### 28th - 30th November

Annual Chamber Choir Tour to Isle of Wight

### 16th December

Family Carol Service  
Canterbury Cathedral

### 28th January

Singers Concert

### 13th February

Jazz Gig  
Sixth Form Common Room

### 10th March

School Concert (including Steve Waterman Jazz Orchestra)  
7 pm School Hall

### 23rd March

A' Level Mock Recitals  
School Hall

### 28th April

A'Level Recitals  
7 pm School Hall

### 6th May

Commemoration Service  
2.30 pm Canterbury Cathedral

## TERM DATES 2015

CONTINUED FROM PAGE ...

1st June	Term 6 Starts. Revised Timetable
8th June	Yr 10 Exams (to 12th)
24th June	Pre-Sixth Course
25th June	Pre-Sixth Course
26th June	Pre-Sixth Course
2nd July	Yr 6 Induction Day
9th July	Learning Reports Issued yrs 7, 8 and 10
10th July	Sports Day
	Term Ends

A/AS Level Results Day  
Thursday 14th August 2014

GCSE Results Day  
Thursday 21st August 2014

6th Form Enrolment Day  
Thursday 4th September 2013

# Remote Telescope Wins Langton Students Royal Academy of Engineering Prize in Nationwide Competition

A talented team of Langton students is celebrating after receiving the Royal Academy of Engineering Prize at the UK's prestigious National Science Plus Engineering Competition. The students were awarded the prize for an impressive project that made the Langton telescope accessible robotically to other schools over the internet.

Matt Harrison, Dimitrios Theodorakis and Ellis Skinner were announced as winners of the prize after showcasing their work to a world-class panel of judges. The team captured the judges' attention with their rigorous application of engineering principles in their project called 'Opening up the universe - radio optical astronomy for all'. Thanks to the system developed by them, anyone will be able to use the Langton's instruments to conduct astronomical research in both visible and radio wavelengths. The team is also restoring an old 3.5m university radio telescope to be a part of their robotic system.

The result was announced at The Big Bang UK Young Scientists & Engineers Fair, the UK's largest celebration of science and engineering for young people, at The NEC, Birmingham. At the fair, Matt, Dimitrios and Ellis's short-listed entry was showcased to over 60,000 visitors and they went face-to-face with top celebrity judges in a Dragons' Den-style pitch process.

By winning the Royal Academy of Engineering Prize, Matt, Dimitrios and Ellis have put the Langton on the map as a centre of rising young talent. As well as receiving £500, they also won the opportunity to visit a cutting-edge engineering business or research centre and to meet some of the UK's leading engineers.

Philip Greenish CBE, Chief Executive of the Academy said, "Matt, Dimitrios and Ellis are innovative problem-solvers - just the sort of young engineers who will succeed in a world that needs such creative skills. They should be commended not only for their



knowledge, initiative and collaboration, but also for the positive impact their project is having on their school and the wider community. These students' work will have a genuine legacy - and they are brilliant role models too."

Imran Khan, Chief Executive of the British Science Association, which runs the National Science Plus Engineering Competition, said, "We're thrilled that Matt, Dimitrios and Ellis have been awarded this prestigious honour at The Big Bang Fair this year. This project really caught our imagination and we hope that it inspires other young people to enter the competition."

## Everything you wanted to know about LUCID but were afraid to ask

Sixth form students are preparing to collect data from their very own radiation detector in space, LUCID (Langton Ultimate Cosmic ray Intensity Detector). LUCID is a payload on TechDemoSat-1 due to fly in July 2014 on a Soyuz-launch vehicle with Fregat booster from the Baikonur Cosmodrome, Kazakhstan, alongside main payload Meteor-M#2. It is expected to send back information after three months of initial testing.

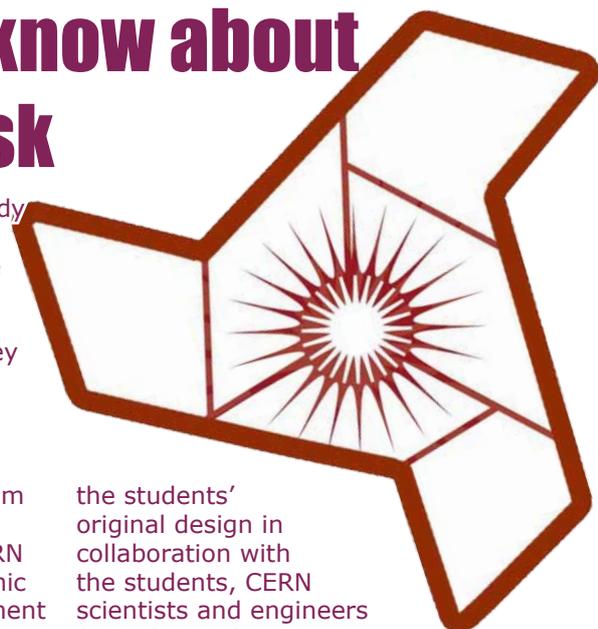
You wouldn't go sailing without checking the wind. This detector checks the space weather, so that we know more about the environment we send satellites up into in low earth orbit. Our students are

involved in real research. Nobody knows the answer to these questions. Thanks to this space mission we will find out and we want other schools to join us analysing the data in this journey of discovery.

### Background

In 2007, sixth form students from the school, following a visit to CERN, suggested the use of CERN Medipix detector chips in a cosmic ray detector for a space experiment competition run by the British National Space Centre, which has since become the UK Space Agency. Surrey Satellite Technology Limited has developed

the students' original design in collaboration with the students, CERN scientists and engineers from the Medipix collaboration, including those from NASA and those from the Czech Technical University in Prague.



## Opportunities

The new data from the detector in space will be made accessible to all schools via the web, with guidance and help so they can investigate it. This ushers in a new set of opportunities for school students to be involved in fundamental space science research. This national programme has been supported by a grant from the Science and Technology Facilities Council, STFC.

So much of our communications network including mobile phones for example, relies on satellite communications. LUCID will provide a more detailed understanding of the types and energies of particles hitting satellites in low Earth orbit at about 635 km up.

This basic research will benefit society, especially when members of society plan to venture out into space themselves!

## Students

The original gang of six in the LUCID team are now all doing research or working having finished their degrees. The current LUCID leader Matt Harrison says 'we are organised to process the data when it comes down to school. We have two full days of data collection in an eight day cycle so we should see a huge number of frames where particles are detected by LUCID. We will be excited to be analysing results and sharing this new data with the Space Weather community and with NASA.'

Dr Jonathan Eastwood, Lecturer in Space and Atmospheric Physics, Imperial College (STFC Advanced Fellow) and fantastic advisor to the LUCID project said 'LUCID is not just an educational experiment. LUCID's research-quality data will be of direct interest and use to the wider science community, allowing students to engage in real research, studying the basic physics of how space weather works.'

Professor Larry Pinsky, Chair of Physics University of Houston and NASA astronaut dosimetry expert who is visiting the school pre launch to help prepare the students said "It's like playing at being NASA or the European Space Agency, but they're not really playing, they're doing the real thing."

# HOLOCAUST SURVIVOR CAPTIVATES AUDIENCE

By Noah Wetherby,  
Harris Mawardi,  
Aaron Salter

The Holocaust was the systematic state-sponsored persecution and murder of approximately 11 million people (of which 6,000,000 were Jews) by the Nazi regime and its collaborators during the Second World War.

On the 16th of June, a selection of classes took part in a Holocaust seminar held by a member of the Teh Holocaust Education Trust to serve as a reminder of the Holocaust and of its importance in history. The students learned what the laws of a country were generally supposed to do and these were compared to the laws imposed on the Jews at that time. Thus began a period of separation with the result being that the Jewish people were regarded as less than second class citizens.

Students from Years 9, 10 and 12 formed the audience for a harrowing insight into one child's experience of the Holocaust and surviving as a Jew in Nazi Germany. Eve Kugner spoke with quiet dignity as she helped further our understanding of what it was like during that time. Her words were hard-hitting and disturbing. Eve spoke of the desperate and dire situation that her family found themselves in and the extremity of the discrimination suffered by Jewish people.

Eve described her family's constant struggle to survive through many hardships, such as her father's shop being broken into, ransacked and looted; her grandfather and father being arrested and her mother's many attempts to get them back and their eventual flight from the Nazi regime into France. Evidence of the brutality of the Nazis was conveyed numerous times including her father witnessing three Jews being hanged whilst he was imprisoned in a concentration camp. All of this strengthened Eve's mother's resolve to protect her children; Eve was later evacuated and sheltered from harm in America.

Hearing first hand from a Holocaust survivor brought it home to us all that these atrocities had happened



within living memory - within the lifetime of our grandparents - and that there were important lessons to be learned by us and future generations.



Assistant Headteacher Mr Tim Fox organised the visit. 'The Holocaust Educational Trust works with schools, colleges and communities across the UK to educate about the Holocaust and its contemporary relevance. It is hugely important that this generation of children, and those to come, are aware of what happened and ensure that the Holocaust has a permanent place in our nation's collective memory.'

For more information about the Holocaust Education Trust go to [www.het.org.uk](http://www.het.org.uk)

# Speaking Spanish



The Spanish Department at the Langton has been working in partnership with the MFL Department at Canterbury Academy and on 2nd of April we joined forces to kick-start the first Bilingual Project.

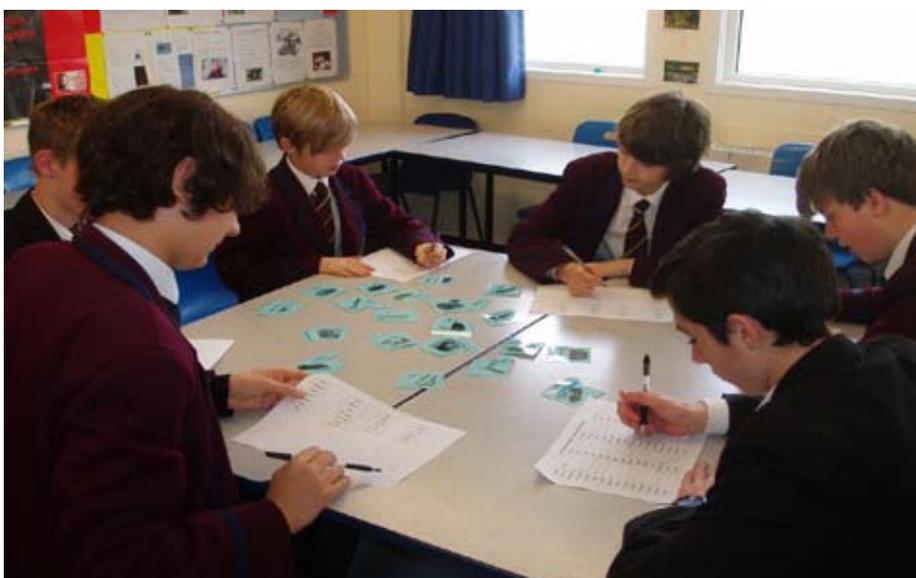
The main aims were for students from both schools to develop an autonomous use of the language, for them to respect and value others' opinions and to prepare them to live in a multilingual society. This pilot project involved a group of 9H Langton students working in partnership with a group of Y9s from the Academy.



Projects such as this aim to change the way we approach language education. Sometimes known as 'bilingual immersion', this involves some mainstream lessons being taught in a different language so that students learn language in context. For example, on the bilingual day the students learnt about Healthy Living but, as the lesson was delivered in Spanish and the students were expected to respond in the same language, there was a dual focus for the lesson. This has proved to be a far more effective way to acquire a foreign language rather than through traditional language lessons.



Our project was based on the view that language is primarily a medium of communication, and is best learnt by using it to convey meaning. My experience in running the project highlighted that the students who took part formed a more cohesive group, developed greater conflict resolutions skills and enjoyed learning the language by means of short, varied, energetic, fun and interesting language workshops.



The results were very positive with teachers and students impressed by their own capacity for understanding and speaking Spanish through contextual learning. We hope to establish more bilingual projects at the Langton in the future and perhaps get involved in the Erasmus Plus programme ([www.ec.europa.eu/programmes/erasmus-plus](http://www.ec.europa.eu/programmes/erasmus-plus))

# Toulouse 2014

Cette année, au mois de mars, des élèves intrépides de troisième (Year 10) avec des filles de SLGS et accompagnés de M. Waters et Mlle Day, ont fait un échange à la grande ville historique de Toulouse dans le sud-ouest de la France



Le premier jour, on a fait une visite guidée de la ville. On a appris l'histoire et la culture de Toulouse et de la région.



On a visité la Place de la Capitole au centre de la ville.



Un jour on a fait une randonnée à la montagne...



...d'où on a vu les montagnes enneigées. Quelle vue merveilleuse



Chaque jour on s'est retrouvés au lycée...mais pas de cours pour nous!



On a même eu le temps de se détendre un peu au parc...



Nous voilà, devant la mairie.



On a visité la cité médiévale de Carcassonne. Alors ça, c'était impressionnant



On est entré dans l'usine d'assemblage des Airbus 380, le plus gros avion de transport de passagers du monde. C'est énorme!

C'était une visite géniale! Au revoir, Toulouse!

Thank you to Joseph Morris for being group photographer for the week!

# Going for Gold ... On Top of The World

Last October twenty sixth form students and three members of staff embarked on a Duke of Edinburgh Gold Expedition to the Annapurna range of the Himalaya's in the country of Nepal. The task was to spend six days walking from Nayapul, just outside the city of Pokhara, from 1070 metres above sea level to Poon Hill, at 3193 metres above sea level and then back to Nayapul. Mr Richard Wickes reports.

After a 27 hour journey, from London to Muscat in Oman and then on to Nepal, the flight landed in Kathmandu. It was around 6pm, but all concept of time becomes distorted after a journey that long and through that many time zones.

After an evening in Kathmandu at a local restaurant, the next day was spent travelling to Pokhara. The distance between Nepal's two largest cities is 125 miles, which is roughly the same distance as Canterbury to Portsmouth or Oxford. However while in the UK this would take around two to two and a half hours, by Nepalese bus it takes around six. Driving in Nepal is quite different to anywhere I have ever been. While there is definitely a system, to the western onlooker it at first appears to be slightly more of a free for all, with drivers continuously honking their

horns at each other. While the journey time might sound like a chore, the views more than make up for it. The road to Pokhara is a winding road that traverses countless hills and valleys and passes rivers, temples and road side markets.

On arrival in Pokhara, we find our hotel and explore the city before darkness falls. Whereas Kathmandu is beautiful but quite cramped, with tall buildings and lots of people, Pokhara presents as its antithesis. It's rare to see a building other than a hotel above two or three stories and the city is spacious and relaxed. We walk along to Phewa Lake and watch the sunset.

The next day the trek begins. What follows is six beautiful days of walking through the Annapurna

range. We pass through mountain villages where locals sell trinkets to passers-by but these are real villages where people live and work. We encounter tradesmen carrying supplies through to the villages by donkey (the path we are walking on is the only one through to these villages) and leading groups of Yak's (or hairy cows) to be used for their wool, milk or meat. We see no cars for days, which while not all might think it, is a refreshing thing. The local people are friendly and welcoming. They are used to groups of walkers as this is a main route and we ourselves saw many people walking the same paths as us.

The morning of the third day we get up at 5am and climb the remaining 400 metres from the village of Ghorepani to the top of Poon Hill to see the sunrise. At this





people ate something twice a day called Dal Bhat. The Dal is boiled lentils with garlic, chilli, ginger and some spices with Bhat, which is rice. It is absolutely delicious. The Nepalese people eat this with their hands. While this sounds messy, they are actually very clean and efficient at it. Once we returned to Pokhara we also got a chance to try this out. It's safe to say we weren't as good at it as they were! They also managed to cook a birthday cake for Miss Fraser, all on one camping stove!

Overall it was an amazing experience. It is so hard to describe in a short piece of writing an experience that different to anything you have ever done before and with so many different elements to it. All the students successfully completed their Gold expedition and are now well on their way to completing their award and meeting the Duke of Edinburgh. More than that, they all came back with an experience that they will never forget and that hopefully will have inspired in them the desire to seek out more of the amazing experiences the world has to offer.

height the air starts to get thin so it can be hard to breathe, aside from that fact that it's cold, dark and you've just woken up. When the sun comes up though, you realise you're totally surrounded by a view of the stunning mountains. The immensity of the mountains is impossible to describe in a way that does it justice, as is most of the things we all saw on this trek.

Throughout the trek we were accompanied by Kalsang, a Nepalese Sherpa who was running the trek and his group of Sherpas, Porters and of course, the chef. The Sherpa's were the guides who we followed throughout the trek, the porter's carried the equipment, such as the food, cooking equip-

ment and tents. They were all very friendly, and Kalsang had many stories to tell of his adventures. One in particular featured him crawling through the snow for days with no food after rescuing a group of hikers from a mountain, followed by a big meal, a shower, change of clothes before departing for his next walk. Another was the story of the Sherpa's who cooked and ate a leather boot because they were so hungry.

Food in Nepal was interesting. On the trek the food was largely a Nepalese take on what they thought we ate. We had a variety of different food such as chips, spaghetti bolognese and cheese and ham sandwiches. The Nepalese



# Canter Academy

Last year was a whirlwind of new faces, new game-plans, a new brand of rugby and a new way of doing things for all involved - myself included!

Training sessions are now more technical, rather than brutal. The focus is on 'perfect practice' and repetition: constantly repeating parts of the game for it to become second nature when under pressure. Our new brand of rugby is based on possession, not field position. Only the team with the ball can score.

We now understand the advantage of sharing the workload by utilising small groups, but also know their limitations. Professionals understand that this style of play makes more sense, is easier to master and is therefore a much more effective way to attack the opposition. It is an enjoyable way to play and those watching will hopefully see what rugby is really about: players running with the ball! It's also pleasing for me to see that this same brand of rugby has made its way to the age-group and senior levels of Canterbury RFC. I have seen a few games of different ages and the teams look good!

The opening of our new Floodlit Artificial Rugby (and Football) Pitch will enable us to perfect our brand of rugby through solid, consistent and safe footing all year round. For those of you who know nothing about new Synthetic Turf 3G Pitches: they are springy!

Basically, there is a 6cm thick layer of sponge under the grass! No more frozen, muddy or sun baked fields. No more cancellations. Since the new pitch will also be fully floodlit, we will be out there enjoying our rugby even through the cold dark months. The future is, literally, bright!

The Rugby Academy uses Kukri kit. High quality, comfortable and more importantly good-looking! We have



# Canterbury Elite Rugby

## Academy Year 2 Report by Nicky Little

two jerseys, home and away, with colours that represent The Canterbury High School (Green), Canterbury RFC (Amber) and The Langton (Maroon). On match-days, to give a sense of unity and professionalism, the players wear their Academy tracksuit and use their team sports bag. We want to have a positive impact wherever we go, and we want others to want to be part of us. So far, the boys' appearance and behaviour has been great. The kit can be purchased either as a package or as individual items.

From 2014 we will be leaning more towards resistance training and weightlifting. We have the services of Ex-Olympic sprinter Steve Green who has years of experience with strength and conditioning. He will teach the players to lift correctly, safely and to maximise the benefits of a healthy lifestyle. A good weights programme will not only build muscle to strengthen the body against the bumps and bruises of contact, but also to help burn unwanted fat and improve posture. Lifestyle Fitness, based at the Canterbury High School have offered Rugby Academy students special membership rates to use their brand new facilities. There is also a physiotherapist and sports masseur available to aid in recovery.

Towards the end of the rugby season the Academy players take refereeing and coaching courses. We ran the referees course last year and understand how important it is for the players to see the game from a different angle and to consider others' points of view. Plus it is a great way of brushing up on the laws to give yourself the advantage in every situation to make the right decision at the right time. The plan is for the academy referees to help the school with inter-house rugby

and junior fixtures on weekends.

Throughout the year there are sport specific workshops for the Academy students. These give an insight into what it takes to succeed in sport. These practical workshops include: lifestyle management, nutrition, hydration, sport psychology and life skills. We aim to produce educated performers and want our Academy students to understand that sport is a part of life, and skills learnt in either are transferrable.

Rugby is a team sport, and no-one is bigger than the team. Midway through last season a Personality Profiler did some work with our academy. After a few questions he loosely sorted us into groups based on our natural personality traits (Warriors, Opportunists, Thinkers, Team Players) and explained what that actually meant. This was a great exercise in humility and forced each of us to take a long, hard look at ourselves. There were some injured egos but all for a good cause. Training sessions then became more productive and the behaviour of all the boys in general nearly reached 'quite good'!

I am currently organising the fixture list. It is an exciting time as with the introduction of our new floodlit pitch, afterschool and early evening games are now a possibility if not a certainty. There are a few schools who are keen for this, and I'm sure night games will bring a new dimension to school's rugby. Recently added to our usual September to December fixtures list include the Grammar Schools of Gravesend, Maidstone, Dover, Chislehurst and Sidcup and also great local rivals, Kings. The big rugby schools are now starting to notice us. Both The Judd School and Whitgift were impressed with us and had to dig deeper than

expected for their victories last season and next year's game against Oaklands will not be cancelled due to the weather. The better we get, the more chance that bigger schools will want to play us. So, it's up to us!

In addition, newly formed is an East Kent Rugby Championship League, which will run from January to nearly May and this will give the Academy an extra four months of solid rugby, mainly aimed at the development of the players in years 11 and 12. At this time, Year 13's will be integrated into men's rugby, predominately the 2nd XV, at Canterbury RFC.

This may be their first time playing Men's rugby but I feel this level will be perfect for their development and will provide good hard games with a great bunch of guys. The CRFC 1st and 2nd XV squads currently have 6 players who have either schooled at The Langton or at The High School in the past 4 years, and hopefully that number will rise as the seasons roll on.

This season's rugby tour was a short trip up the M4 to Bath. Camping at a local RFC we had a chance to do a bit of training, go over our game-plans and more importantly, get to know each other. It was a good relaxing few days ending in a game versus Chippenham RFC's U18's. They were big bruisers but our lads were technically better and in the end we deserved our narrow victory. We were also very fortunate to have permission to watch Bath Rugby's final team run prior to their game vs Leicester which took place at their new training venue, a 16th Century manor, Farleigh House.

The rugby facilities there are second to none, and the Bath players were great sports spending a little time chatting and wrestling with

our youngsters. Every other year I plan to take the tour to a different Premiership or Championship club to see how the 'big boys' do it. I still hope I have friends in the professional rugby business to call on in a few years' time.

Next season's rugby tour will be our bi-annual trip to Normandy, France. It is a week-long camp, sharing a big French chateau with two or three other schools, being trained throughout the day on different aspects of rugby by high quality coaches... and me! It's quite a tiring week, and shows the players what life will be like if they do turn professional. Again, it is a perfect time to get to know each other, work on individual skills and game-plans. The week concludes with a game or two against the other schools. As stated, every second year we will be having this 'big' tour and every other year a 'little' tour somewhere in the UK.

Saracens are interested in making The Langton a partnership school. The way rugby is progressing here, the Premiership club is keen to strike up a special relationship and make the site of our Rugby Academy their East Kent Hub. Understanding the travelling involved from Canterbury to Hatfield and back, Saracens will hold their rugby sessions on our new 3G pitch and their JAD (Junior Athlete Development) gym sessions at Lifestyle Fitness at The High School. The aim is to have the Saracens Rugby Academy more accessible to players and their families in East Kent. They also plan to hold recruitment days on our pitch which will not only spread Saracens' own name, but also the name of the Canterbury Rugby Academy.

As you can see, there is quite a bit going on with the Rugby Academy. Apart from seeing some individuals take great leaps in their rugby (and personal) development, special mentions go to: Tom Guest for making the Canterbury Men's 1st XV and narrowly missing out on a Saracens' Academy contract, The Howard brothers for making the England Touch team, Jordan Annakie for making the Jamaican Rugby League team and last but not least - Laura Tolley for making the England U20's Women's team at the age of 17!

So much has been done, with so

much more to come; Canterbury Rugby is making its mark and we are developing a programme which is maximising the playing potential of all of our boys. Even so, the most important thing for me is that the students ENJOY what we're doing.

Cheers y'all,

Nicky

## TOP MARKS FOR LANGTON CANTEEN



Following a visit from a Food Safety Officer, the Langton Canteen and Cafe 42 have both been given a rating of 5 - the highest grade possible. The food safety officer checked how well the school is meeting the law by looking at: how hygienically the food was handled - how it was prepared, cooked, re-heated, cooled and stored, the condition of the structure of the buildings - the cleanliness, layout, lighting, ventilation and other facilities and how the school manages and records what it does to make sure food is safe.

## Hockey Round-up by Mr R Green

### 1st XI

England Hockey Under 18 National Cup - Quarter-finalists  
Frank Mason Tournament - Winners

East Kent Schools' Hockey League - Winners

### Under 16

Kent Cup - Runners-up  
South Qualifiers

### Under 15

Peter Firminger Tournament - Winners

East Kent Schools' Hockey League - Winners

### Under 13

John Maylam Tournament - Winners

East Kent Schools' Hockey League - Winners

### Under 12

East Kent Schools' Hockey League - Winners



## Cakes for Good Cause

Year 7 students raised more than £350 when they held a Cake Sale in aid of the South Korean Ferry Disaster in which hundreds of school children lost their lives. This equates to £17 for each minute the sale took place!

Thanks to all the parents and helpers who donated their baking and to Gay Austin and Gwen Smith from the Langton Canteen who helped set the whole thing up as well as providing delicious goodies for the sale.

## TAKE YOUR STUFF HOME or IT WILL BE BINNED

All lockers MUST be emptied by the end of term. Anything left in them will be either dumped or given to charity.

There are NO EXCEPTIONS to this. So - if you want to keep your stuff - take it home with you!



# LANGTON LEGO LEAGUE

## WORLD CHAMPIONS!

Team Invicta (Oli English, Emma English and Carlos Purchase-Galarza) have been crowned World Champions of the FIRST LEGO League (FLL), which is organised in the UK by the Institution of Engineering and Technology (IET). Their innovative design of wristbands to track civilians buried under earthquake has secured the top prize in this global competition.

Year 10 students Carlos, Oli and Oli's sister Emma won a place at the World Festival by winning the FLL UK National Final, organised by the Institution of Engineering and Technology (IET). They went on to beat off competition from 80 teams representing 32 countries at the FLL World Festival in St. Louis, USA on Saturday 26 April.

Talking about the project, Carlos said: "In a study, it is noted that deaths occur from buildings collapsing on top of civilians, particularly in developing areas, such as Medan [Indonesia] where the infrastructure of the city is poor and buildings collapse easily. However, most of the deaths resulted from when people were stuck under rubble and did not get found for long periods of time.

"An indestructible box would be placed on the top floor of buildings,

so when the building collapsed, it would fall and 'sense' the earthquake, then send a radio wave out to the wristbands people wore. On receiving the transmission, the wristbands would switch on to full power and send a wave back to the box of their area, which would now have all the information of the user."

Barry Brooks, President of the IET, said: "It's fantastic news that a UK team has won the global final again. There are expected to be 2.74 million job openings for engineers and technicians in the UK before 2020, so inspiring the next generation and making sure they have the right skills to deliver important engineering projects and innovations is crucial. It's clear from the FIRST LEGO League result, and particularly how yet another British school team has set an example, that there is no shortage of raw talent in the UK. We now need to make sure that employers, Government, teachers and even parents work together to make sure we harness that talent and enthusiasm to produce a pipeline of properly skilled engineers who can help boost our economy."

This year's competition – entitled 'Nature's Fury' – challenged teams made up of 9-16 year olds to find

a solution to tackle the effects of natural disasters. Team Invicta invented a hi-tech wristband for those affected by earthquakes, designed to help rescue workers locate people trapped under rubble using radio waves.

Each team was also tasked with designing and programming a LEGO MINDSTORMS robot. The robot had to then solve a range of problems and tasks. Teams were judged on their ability to build and programme the robot, their presentation and research skills and how well they cooperated with each other and their competitors.

Prime Minister David Cameron added his congratulations to the Team when he invited them to a special reception at 10 Downing Street on 11 June, celebrating the success of the UK's entrepreneurial and technology communities. The reception was held in the Garden of 10 Downing Street and besides meeting and speaking to the PM, they also chatted to the head of Google UK, David Willets MP and a host of other very important players in the UK technology industries; mainly the chiefs of the top companies in the UK were present.



Left to Right: Emma English, Carlos Purchase-Galarza, Oli English, David Cameron Nigel Fine (Head of the IET)

# DRAMATIC GOINGS ON IN GCSE PERFORMANCES

*The GCSE Drama course includes the study and performance of a play and this year the year 10 group have been studying D.N.A : Deoxyribonucleic Acid by Dennis Kelly. The class were keen to take on the challenge of performing the entire play to an audience and so split into two companies and gave three superb evenings of theatre in mid-May. The idea to have real turf as part of the set soon modified to fake grass and so for a while A1 had a mini 4G pitch to enjoy! Tim Humphries and Ben Linklater designed and operated the lighting and sound and they are to be congratulated on the smooth lighting transitions and excellent design. Charlie Mower, as Danny in the first company, gives his report on the project.*

Ten weeks of research, exploration and rehearsal and it had finally come to the end of the process. The lights went down, our sound track faded in and there we all were, a group of school boys, but we were not Langtonians. We were in role!

This was the first of two nights and the room was full of our friends, family, and staff. Alix Jones had produced both eye-catching and shocking posters and tickets that conveyed the violent consequences experienced by a group of teenagers, who sought to protect themselves after pushing their friend into a mine shaft. The characters believed that they had killed their friend Adam (played by Robbie White Yr9), imagining the shaft to be bottomless. After weeks of police investigations and inquiries into their fabricated story, Adam is found alive and the leaders of the group have to decide to continue to cover the truth or come clean.

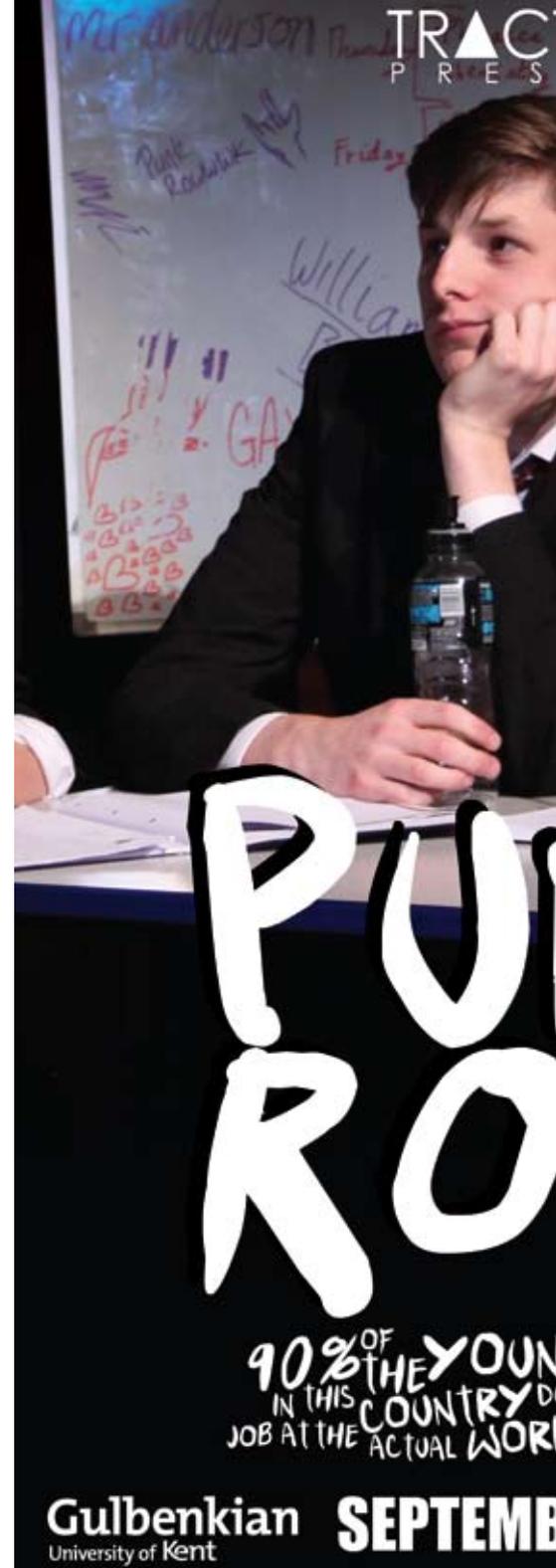
We felt this play was not just about friendships but the influence of a group or individual on moral choices. By putting themselves first, the teenagers could be seen making decisions which while appearing logical, were fatal and destructive to all of them. We showed

this aspect through the changing status of the different characters through the play and the fast-paced group dialogue.

Throughout the piece, the audience was laughing at what they thought was a just a group of teenagers, larking around. However, the dramatic climax revealed shocking cruelty and our audience were left silent at the end of our piece just as we had intended.

The group is very proud at how well we worked together and how well this play was received by our audience. I was particularly impressed by Alex Lawrence who was emotionally believable in his very long final monologue in his role as Richard. Through the project we gained great satisfaction in creating a whole production independently (...with emergency guidance from Miss Taylor!). We have all commented on how much better we know each other and have seen how far everyone came in creating completely different, but believable, characters for themselves.

The other half of our GCSE Drama group also performed the play the following Monday. It was wonderful watching a play we knew so well, especially because the interpretation was so different. It led us to question how teenagers relate to the adult world as we compared how we all work together to the characters and situations in the play.





# PUNK ROCK AT THE GULBENKIAN

Report by Grace Lyle-Condon

You may remember from a previous edition of Langton News that Rhys and I received the very exciting news that our production of Punk Rock would be taking to the Gulbenkian Theatre in September 2014. Once we had both got over the initial excitement and overwhelming idea that we would be producing and directing a play that will be performed to three hundred and forty people a night, we could begin putting our minds to the production itself.

Producing and directing Punk Rock at the Gulbenkian has opened up so many ideas that just were not possible in the school studio on our first run. Working at the theatre means that we can be more ambitious with set design, create more complex and interesting sound and lighting concepts, and learn valuable lessons in direction and production in the professional world. I know Rhys has been fascinated with ideas of solutions to the problem of set design and the 'look' of the production - do we go naturalistic? Stylised? Minimal? How do we represent the overall meaning of the play through setting? His ability to draw brilliant design sketches is a skill of which I am quite jealous.

With the start of rehearsals on the horizon, beginning with our first read through on the 24th June, I have begun to put my mind to directing strategies, contemplating which themes of the play I want to focus on in regards to our overall interpretation. We are incredibly grateful to Miss Taylor and The Langton for their support in this project, and Mr Green for the use of A1 as a rehearsal space in the run up to the performances.

Set in a fee-paying school in Manchester, we were first drawn to the play for its relevancy to both us and our audience. Having just completed our A-Levels and moving on to a new part of our lives, the playwrights exploration a group of people doing just that feels deeply personal and important to us; but with this, Punk Rock's themes of teenage isolation and of the human condition will reach out to an

audience of all ages and backgrounds. Stephens' writes about the idea of mortality in those who are at an age when many feel invincible - there is great contrast between the character of Chadwick (played by Benedict Esdale) who has a very clear perspective of the finite aspect of life which always has a definite end, and Bennett (Noah Wetherby) whose behaviour reflects his feelings of an infinite life.

We will also have the opportunity to study more deeply the difference between our experience of living in the South East and the experience of the characters who are living in the North West. The introduction of a new girl from Cambridge, Lilly (played by Maddie Ford), highlights differences between the characters' education and background, and causes their relationships and friendships to be tested. With just a small number of characters, Stephens displays all types of people, demonstrating the effect a 'pressure cooker environment' can have on a group of students.

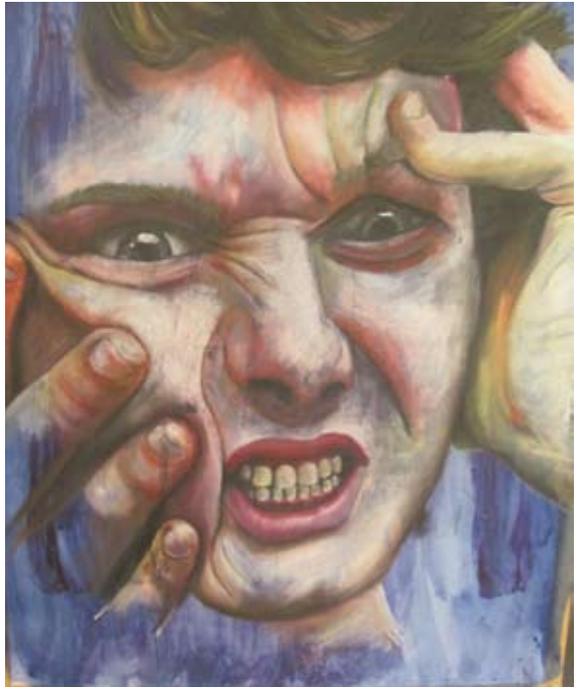
With this, we will be pushing our actors even further. Many of the cast will be pursuing jobs in the theatre business in the future and are delighted at the prospect of revisiting Punk Rock. Performing on the Gulbenkian stage will physically and mentally challenge the company, really giving them an opportunity to fully explore their character and the themes of the play in much greater detail than before; it will be an experience which they will take with them as they work to become actors, giving them experience in a professional theatre environment.

While the prospect of Punk Rock at the Gulbenkian is a little scary, both Rhys and I are thrilled and very thankful for the opportunity Liz Moran and the Gulbenkian have given us. At the end of the three night run last year, a cast member ran up to me in the post-show madness and said "we made a play! We made an actual play!" - let's hope we can do this again.

See you in September!

*As part of Art 31, and a young people in theatre initiative, Tractatus have been given the opportunity to take Punk Rock to a professional stage for a 2 night run in September, with the support of Liz Moran, the Director of the Gulbenkian, and Technical Manager, Jake Taylor.*

*Produced by Rhys Jones, directed by Grace Lyle-Condon, and all performed by past and present Langton students, Punk Rock is a chance for drama at Langton to expand into the 'outside world' - allowing cast and crew to create theatre away from the studio, in an exploration of adult responsibility, teenage disenfranchisement and geographic dislocation effecting young people today.*  
**Tickets are on sale now from the Gulbenkian website.**



# ART A' LEVEL EXAM WORK

top left	Chris Claudet	top right	Kezia Greenwood	middle left	Anna Baxter
middle right	Miranda Lyle-Perez	borrom left	Ellie Perkins	bottom right	Jeremy Baker