

# LANGTON NEWS

July 2009

Issue No. 143

Editor: Susan Begg



## Exit the Dragon

**A fond farewell to one of the Langton's most dedicated teachers**

ALSO IN THIS EDITION: Opera, Sport, Design, Trips, Visits, Skiing, Science, History, Books and ... of course ... HEAPS ... LOADS... TONS ... MORE!

# CONTENTS

## FEATURES

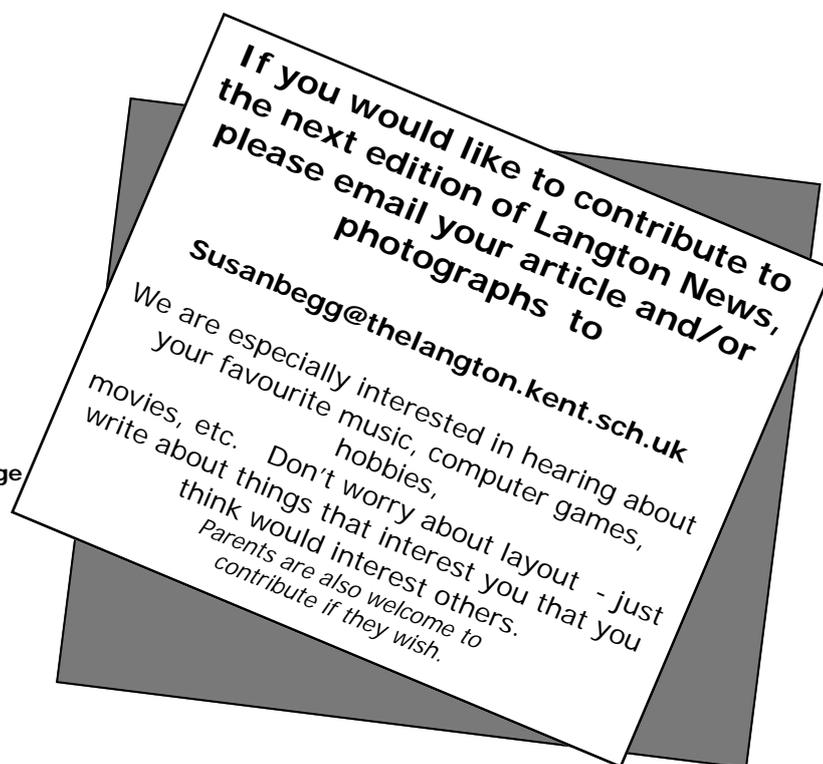
<b>Green is Great</b> <i>What the Langton is doing to maintain it's Eco-School status</i>	4/5
<b>Design Students Success</b> <i>Langton Students graduate form Loughborough and Laz Kemball-Cook wins top award</i>	6/7
<b>Ahoy There Landlubbers!</b> <i>Mr Loft and Mr Pledger get shipwrecked</i>	7
<b>Badminton Medal, Drama Success and Dr Parker gets another prize ... some notable achievements by students and staff</b>	9
<b>Hatrick for Langton Drama Group</b> <i>Third time lucky in the Peer Drugs Education Drama Competition</i>	15
<b>The Fast Show</b> <i>Speed 'Dating' the Carney way</i>	17
<b>The Best Job in the World</b> <i>Why Mrs Walters loves teaching</i>	18/19
<b>The Myth Debunked</b> <i>The Dragon with a squishy heart</i>	20/21
<b>Mrs Walters is Retiring!</b> <i>It's hard to believe but its true. Mrs Moss looks back over Mrs Walters' career at the Langton</i>	22/23
<b>The Langton Research Group Strut their Stuff</b> <i>Mrs Parker reports on an astonishing day out</i>	26
<b>Sports Day Triumph for Hardman</b> <i>The Blues come top in the first inter-house Sports Day</i>	27

## Regulars

<b>From the Head</b> <i>Dr Baxter pays tribute to one of the Langton's longest serving teachers</i>	3
<b>Harry the Haddock</b> <i>Harry sells his unwanted Christmas pressies</i>	9
<b>Library News</b> <i>100 Years ago Henty was top of the booklist</i>	16

## Student Contributions

page		page
4/5	<b>Skiing the Swiss Wall</b> <i>by Orpheas Alexopoulos</i>	8
6/7	<b>Honoured Guest</b> <i>Mr Luke Ojungu visits the Langton and is interviewed by Louis Sharrock and Joe Ibrahim</i>	10
7	<b>Temple Visit</b> <i>Jonathan Musgrove and James Sullivan report on their visit to the Swaminarayan Hindu Temple in London</i>	12
9	<b>Falstaff</b> <i>a Review of the Glyndebourne Opera by George Hales</i>	13
15	<b>Hey Jude!</b> <i>Nat Kent gets up close and personal in London's West End</i>	14/15
17	<b>Sleepy in Spain</b> <i>Ellie Davies stays awake long enough to report on the excellent Spanish trip</i>	24
18/19	<b>History Made Real</b> <i>Ben Richards shares his love of history</i>	25
20/21	<b>Langton's Team Effort Pays Off</b> <i>Tom McGhie reports on Year 8's cricketing triumph</i>	28





# FROM THE HEAD

successful simply because of her interest in our students and their future.

I have worked closely with Mrs Walters during my time at the school. She is certainly strong-minded and often outspoken, yet her passion for those things which are central to the moral purpose of teaching is so great that I have always sought her advice on any significant initiative we have considered for the development of the school. The school has benefited greatly from her wisdom, for she has ensured that any new initiative has placed the needs and development of our students at its heart.

I would happily have had Mrs Walters as a member of the school's Leadership Team but I know she would have refused such a post. She rejected all opportunities for self-advancement and promotion, remaining passionate about her role in the classroom and fixed in her belief that the most crucial element of the school is the dedication, commitment and skill of its classroom teachers.

I am particularly pleased that Mrs Walters will join the Governing Body in her retirement and I know that she will continue to ensure that the future development of the Langton places learning at the heart of all that we do and guarantees the best possible opportunities for the personal development of all our students.

We live in an age where many of our leaders have let us down. In the past few months we have seen countless examples of leadership which is corrupted by greed, fecklessness and self-service. Mrs Walters provides an outstanding example of public service and altruism and one which I would commend to all our students and staff.

The retirement of Mrs Walters at the end of the term will leave the school with a huge sense of loss, for the Langton will lose a teacher who has constantly represented one of the finest examples of the teaching profession.

Mrs Walters is certainly the most dedicated teacher I have worked with. Her teaching is some of the best I have encountered, yet she constantly reflects on the quality of her work never allowing herself to become complacent with the attitude that her work is already good enough. She has always sought to improve her standards, experimenting with new styles of teaching and remaining at the centre of debates about the meaning and purpose of education. Above all she is utterly passionate about her students and I have not even seen a single occasion where she has put her own concerns or self-interest before that of her students. Those who have been fortunate enough to have been taught by her will have strong memories of her classroom. Of course they will remember her uncompromising approach to laziness, lack of effort and poor attitude. They will also have encountered a teacher who has always done her best for them, who has a precise and detailed understanding of the needs of each of her students, who has supported them in achieving the highest possible standards and who has so openly and unconditionally supported their personal development.

It was typical of Mrs Walters that she established a 'Teaching and Learning Group', a voluntary group of teachers which met regularly to discuss new research on teaching and to explore examples of good teaching practice. The meetings were well attended, popular and most participants regarded them as the best opportunities for professional development they received.

Through her leadership of the group Mrs Walters set an impressive example to her colleagues; the group existed and was



# Green is Great

We all know that Langton gained Eco-School green flag status in 2007, but how many of us know exactly what that means?

It isn't all about planting trees, pond dipping and turning off lights; Eco-Schools is an international program, designed to help schools become more sustainable. Unlike a lot of awards programs, it is students that run the scheme, deciding what topics they want to tackle and how to go about it. Unless you've been wandering around with your eyes closed, you'll already know quite a bit about what the Eco-Council get up to. There's a lot of work that goes on in the background as well. Here is a quick guide to what we've been up to for each of the Eco-School topics.

**Litter** – Hmmmm .... Over the years we've run litter campaigns and Dr Mackay has nagged, but for some reason there are still a few Langton students that think litter enhances our environment. The rest of us would rather put litter in its rightful place; the bin. Let's show that we are proud of school and make litter a thing of the past.

**Biodiversity** – In the lead up to being awarded our first flag we carried out a lot of wildlife surveys, including a survey of bats around Canterbury. We've scaled back a bit since then to focus on other things, but we still keep an eye on what's lurking in Langton pond (no sharks yet) and around the school ground and surrounding area.

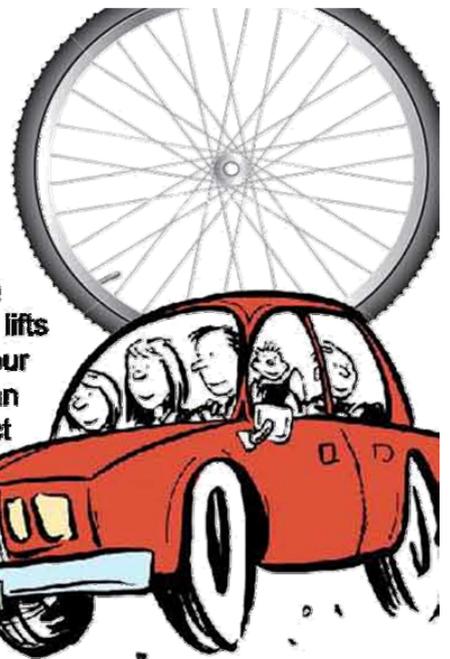
**Global Perspectives** – A big thanks to Mr Fox and the Comenius crew, who worked hard to ensure the Langton gained International School Status last year. We now have links with schools across Europe and in Uganda.

**School grounds** – You will all have noticed Miss Hayes and her dedicated group of gardeners starting work on an organic garden in the quad. Whilst most of the gardening club don't sit on the Eco-Council, the work that they are doing still counts towards our next green flag application.



### **Transport-**

Mr Carney is one of a growing band of staff that gets on his bike. It's good to see so many of you doing your bit by walking, cycling and using good old-fashioned public transport to get to and from school. If you have to rely on lifts to get about you can still do your bit by car sharing; Mrs Begg can help find your perfect car sharing match.

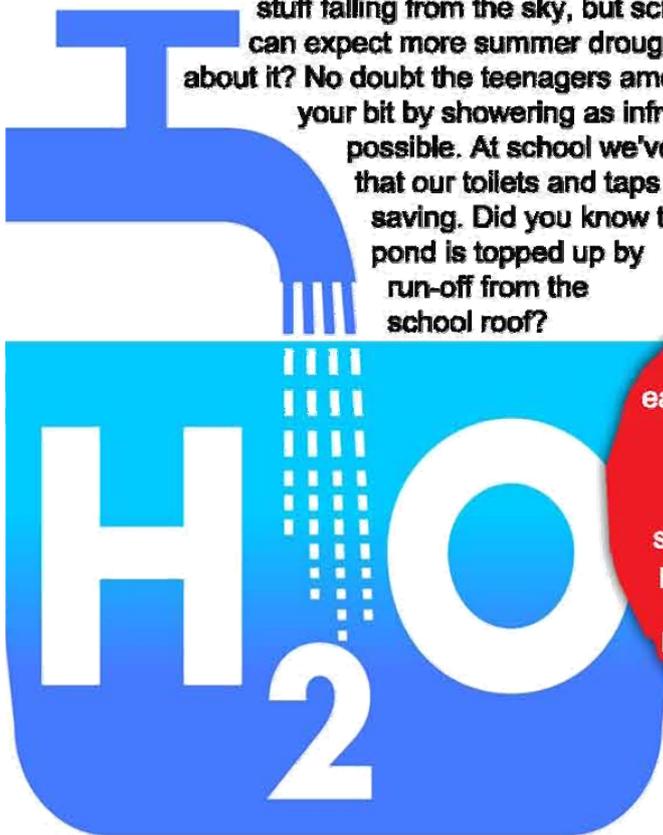


### **Waste and recycling –**

Don't forget that you can now buy recycled Langton stationary. Pencil cases, pencils and rulers are available from the uniform shop, library, Mrs Bennett and Mrs Earley. We shouldn't forget the basics as well; remember to put paper that can't be reused in the recycling bins.



**Water –** You might think we have more than enough of the stuff falling from the sky, but scientists predict that we can expect more summer droughts. So what are we doing about it? No doubt the teenagers amongst you are doing your bit by showering as infrequently as possible. At school we've made sure that our toilets and taps are water saving. Did you know that the pond is topped up by run-off from the school roof?



So what's next for the Eco-Council? Well, that's up to you. If there's something that you'd like to see done then let someone in the Eco-Council know, or come along to one of our Friday meetings.

Ask Mrs Bennet or Mrs Earley if you would like to know more about it.

### **Healthy Living –**

We all know that we should be eating healthily and getting at least thirty minutes of exercise a day. Caterlink make the eating healthily part simpler, with their locally sourced produce, but the exercise part is down to you. If you take part in lunchtime activities and are part of a sports team, then you are well on your way.

Reduce your Footprint

# Ex-Langton Student wins Top International Design Award



Laurence Kemball-Cook (known as 'Laz') a fourth Year Industrial Design student at Loughborough University, has won the top Royal Society of Arts award for his design addressing the problems of rural post office services. His design the 'Post Pod' allowed remote services to be set up in village pubs and halls that had previously lost their post offices.

Laurence wanted his proposal to continue the popular face to face relationships between workers and users in outreach Post office services, and that simplified mobile post office equipment and benefited customers through increased reliability. His research uncovered that Postmasters found the older equipment difficult to set up, and that it often became damaged during that process or while being transported to each day's location. Once working it often failed to connect to the slow 56K internet installed at outreach sites, frustrating the service provider and users alike.

His design, Post Pod, is a mobile unit that operates via a wireless connection to a remote internet service. Set up time is reduced, and the lightweight Pod is easier for mobile Postmasters to transport between locations.

It has a flip out counter with digital scales for letters and small parcels, chip and pin on the counter lid, and a storage area for transporting Post Office booklets and forms. The interface, which has an intuitive touch screen display, is pre-installed on the Post Pod, and connects to a secure remote server. A quick launch button enables popular services to be configured for individual locations. These include mail, bills, ATM services and forms. For example, to send a parcel by special delivery, the Postmaster selects the Mail icon, weighs the item and selects the delivery option, then prints out a label and sticks it to the parcel, which is taken to the main Post Office at the end of the day for dispatch. A scanner reads and tracks bar codes before they are stuck on to special delivery parcels. The Pod is powered by an internal Li-ion battery, each mains charge giving 8 hours of normal use. The Pod replaces the seven units required in the old system, which together

with minimal materials and components used in its assembly, and lower energy use, make it more environmentally friendly.

Laz says that the Langton facilities and teaching really pushed the boundaries of the students' imagination. Head of Design and Technology at Langton Boys, Brian Hurlow continues the tutoring with students even up to 5 years after they had left. Laurence regularly returns to discuss his projects and, in return, he lectures to the A-level candidates about careers in Industrial design and the various opportunities available to them when they leave school and decide to study a design discipline .

His prize from the RSA (Royal Society for the encouragement of Arts, Manufacturers and Commerce) was a £5,000 cash award sponsored by the Design Council. He plans to spend half the money travelling to New York after graduation to do an internship with one of the world's leading Industrial design consultancies. The other half will go into setting up his own company;

'Pavegen Systems' developing his final year project of energy harvesting paving slabs into a commercial venture.



You can see more of his work at [www.rsadesigndirections.org](http://www.rsadesigndirections.org)

# YOUNG DESIGNERS ACHIEVE OUTSTANDING SUCCESS

Laz Kemball-Cook, Fran Gosling and Mike Nelson have all just graduated from the Industrial Design Course at Loughborough. They are the last three of the eight Langton students who wall went there from the 2004 cohort and what a creative bunch they are! Fran gained a very respectable 2:1 pass, Mike

a 1st Class Honours and Laz gained a 1st and Highest in his year group. The latter two have been invited to show their work at the celebrated New Designers Show in London in mid-July' the 'Crème de la Crème' of degree successes nationally. They have all kept in touch with the school since leaving and have been in to talk to current students and give tutorials, with Mr Hulrow and Dan Pledger, about their own major projects Mr Hulrow said "I feel like a proud father seeing their success!" So, all you designers out there — this could be you in years to come.



*Fran Gosling*



## AHOY THERE LANDLUBBERS!

How would it feel to be shipwrecked?  
How would you cope? Would you survive?  
How would you use the skills of the people that survived with you?

All these questions and more were put to the pupils of Stelling Minnis Primary School during a day of Design and Technology organised by Mr Loft and ably assisted by his crewmember Mr Pledger.

The whole school undertook a range of project work based on the theme of 'Shipwrecked.' The shipwrecked students were given individual co-ordinates and had to find the position of their shipwreck on a map. They then set about their tasks.

The youngest students made models of desert islands that included a range of features such as mountains, caves, beaches, trees, even volcanoes!

The next age group were asked to design and make rafts to

escape on and these were tested in a water tank. The rafts were then modified and re-tested if necessary.

Year 4 students made a vacuum – formed boat and powered it using jet power (a balloon!), stored kinetic energy (an elastic band!), and wind power (paper sail and hairdryer!). The boats were tested in a specially designed, long testing tank (a piece of rain water guttering!)

The oldest students had the task of making a model of a survival shelter . They were given a

specification to follow, which included somewhere to sleep, somewhere to cook, some method of capturing rain water and some method of signalling for help. They were also given the profiles of their fellow survivors and had to allocate jobs for them. Examples of the profiles were 'a school dinner lady', 'a banker', and a 'retired nurse interested in D.I.Y.' Can you guess what jobs they were given?

Mr Loft's thanks go to the Headteacher of Stelling Minnis School, Mr John Gray, and his staff and their assistants. Also many, many thanks to Mr Pledger whose enthusiasm is boundless.

Even though the winter is long past, Orpheas Alexopoulos still remembers his holiday in France last Christmas and the day he had a go at ....

# Skiing The Swiss Wall!

During the Christmas holidays my family and I met nine skiing friends in Geneva before driving off towards the mountains in the distance. As soon as we had left Geneva, the journey was all uphill. The road wound itself higher and higher - it was as if we were in a plane that didn't have enough power to take off. The outdoor temperature fell about half a degree every five minutes. After half an hour we began to see snow on the roadside and soon the alpine forests around us were all white. The temperature was -12 when we finally arrived in the French resort of 'Morzine' and the snow on the rooftops was at least half a meter thick. The village looked wonderful, even at night with its Christmassy lights glowing in the darkness.

The skiing went well in the first few days and I was pleased to see that the skills I had developed last year were still intact. I started on the green (very easy) and blue (easy) slopes but they were crowded with beginners. I soon started to explore the red (difficult) pistes. By the second day I was ready for the most advanced pistes in the area. The black pistes were scarce though and it took me four hours to navigate my way to a particular black run (the Yeti). It was fairly steep and it did have moguls (bumps) down it but I didn't feel that it had tested me to my limits.

That night I talked to my brothers' ski instructor. I said that I still hadn't been challenged, even though this was only the second time I had skied in my life. I told

him about the pistes I had done and he gave me a simple solution to my problem: 'If you ski with me, I will challenge you!' And so my parents arranged for me to have a few hours skiing time with the instructor. I couldn't wait!

After two hours of intensive training with my coach, Luc Walters, of British 'Freedom to Ski' he casually pointing upwards to a particularly steep mountain, asking 'Do you want to ski the steepest piste in Europe?'

The usually crowded and very full chairlifts were behind us and we headed for a solitary lift. The signpost showed us what runs were at the top—the only color present was black (with an odd red run in the distance). My heart beat quickened; I was now pushing my skiing ability to its limits.

## 'The Swiss Wall'

The ride up the tall mountain side was very cold. The wind blew harshly and the mountain behind us hid the sun completely, ensuring that we were in a cold shadow. The summit stood at an altitude of 2151 meters above sea level. The view was spectacular and at least the summit was tall enough to be bathed in sunlight. My instructor led me down a gentle slope, which abruptly fell away twenty meters ahead. Before the drop, however, there stood a cluster of three signs. One sign gives the name of the piste ahead: "Le mur suisse" "Die Schweizer Mauer" or in English "The Swiss Wall" though these are nicknames for a piste which is official



written as piste "La Chavanette" on the maps of the Portes du Soleil area.

The piste was unbelievable! It is classified in the Swiss/French difficulty rating as orange, which means that it is rated as too difficult to fit in the standard classification of blue, red and black. It had giant moguls throughout and the slope's inclination of 55° made the run very fast indeed. The piste was nearly empty with good snow conditions and very good visibility which made it a joy to ski rather than a risk. That afternoon my instructor told me that I should visit the Alps in my gap year so that I can become a qualified ski instructor. Yes, I replied, I will definitely consider that!

My next visit to the Alps, however, was sooner than my gap year... I spent a long weekend skiing trip in early February when I went to the North of Mont Blanc with a Greek ski racing champion!



## Badminton Medal Success

Langton News has just discovered that one of its Year 9 students, **Jamie Jenkins**, achieved medal success in the Kent Restricted Badminton Tournament held at Folkestone Leisure Centre last September. Jamie was defeated in the U15 Singles final by only two points. Now that Langton News is aware of his badminton skills we will make sure to follow his progress and to report back on his future successes rather more promptly in future!

## Dramatic Success

Congratulations to **Ally Watson** (Year 11) and **Charlie Marriott** (Year 9) for securing places with the prestigious National Youth Theatre to take part in their 2010 training. From 4,600 applicants only approximately 13% are successful. Both students created stunning monologues for their auditions.

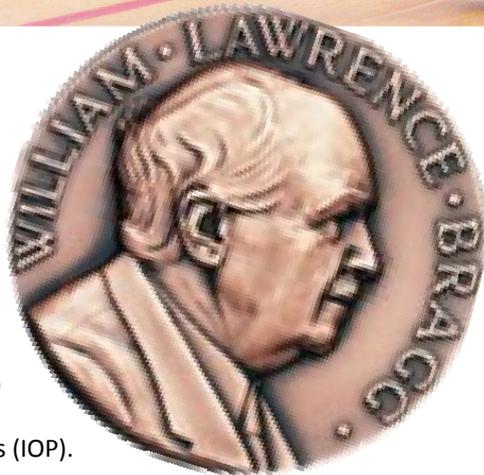
Applications for the following year will be available in September. If you are interested remember to talk to Mrs Moore about your choice of piece and also book time to practice it with her.

*Below: Charlie Marriott*



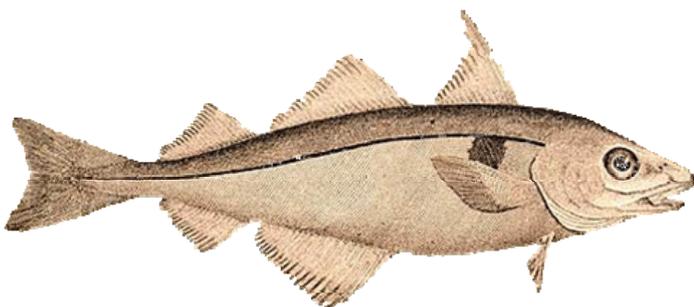
## Dr Parker Bags The Bragg

Dr Becky Parker has received yet another accolade for her outstanding contribution to Physics education - a medal from the Institute of Physics (IOP).



On 1st July the IOP announced that she was to receive the Bragg Medal for her work 'to energise generations of pupils to take up the study of physics, her commitment to raise substantial sums to provide major facilities in astronomy and other branches of physics in her region and for her positive influence on physics Education nationally'. You can read the full citation at [http://www.iop.org/activity/awards/page\\_35485.html](http://www.iop.org/activity/awards/page_35485.html)

## Harry the Haddock



### For Sale:

**Harp Cosy.** Unfolds to disguise your harp as a 5ft butterfly with a 7ft wingspan. Not recommended for the easily startled. £350 (or nearest offer)

**Singing Crab** (with display rug). Packs flat for transport. £2.35

# Honoured Guest

For a week in May, Mr Luke Ojungu, the headmaster of our partnership school in Uganda, Doctor Obote College, paid a visit to the Langton and Year 9 students Louis Sharrock and Joseph Ibrahim were asked to interview him for Langton News.

**Louis: What does a student's daily life involve at your school?**

Well, breakfast starts at 6.00 am and runs until 7.15 am. Lessons then start at 7.30 and the students have 4 lessons of 40 minutes which takes them until break at about 10.15. They have break for half an hour. At 10.45 there are another 4 lessons until lunch at 1.30. After this there are another 3 lessons, followed by games from 4.30 to 6.00. For the boys there is football and rugby and other sports, and for the girls there are things like netball. Dinner is from 6.30 to 7.30 and before lights out at 10.30, there is prep time. It is quite a busy day!

**Joseph: What jobs do the students have to do?**

Each class has a rota for cleaning their own classroom, and between 6 am and 10 am on Saturdays, everyone cleans their dormitories. There is strong competition between dormitories and trophies are given out for the cleanest rooms. Also, during the week different classes clean up litter. It helps the students respect the school more.

**Louis: How many pupils and teachers are there?**

There are 880 pupils, including 80 girls in the sixth form, and there are 52 teachers.

**Joseph: What differences are there between your school and ours?**

I have noticed that the boys here are much freer. Much more free. You are free to say what you like and to do what you want. Even with your teachers you are very free. It is

much stricter in Uganda. In our school there are 50 students in each class.

**Louis: How is the school year structured in Uganda?**

The school year starts in December with each term being 12 weeks long. After each term there is a 4 week holiday.

**Joseph: Are the students allowed to leave the school site at all during the 12 weeks?**

Yes, but to leave the site they have to get permission from the duty manager. If they want to go out overnight they can only leave if they have permission from the deputy head or from me.

**Mr Ojungu then commented on our Lower School Council and we asked whether something similar happened at Dr. Obote College:**

It's not really the same. Every year we assign the student council a project. This year, for example, their project was to plant trees around the school and last year, they had to plant 2000 saplings. The aim is to give the students more ownership of the projects going on at the school.

**Louis: What are you most proud of as a headmaster of Doctor Obote College?**

There are two main things. Firstly, the discipline. The students are very disciplined and well mannered and this is very pleasing to see. Secondly, I pride the school's academic achievement. In Uganda we have some of the highest results in the country, partly because of the help that Simon Langton has given us. Also, we



*Above: Mr Ojungu with Mrs Bennett who is wearing the hand printed dress which was presented to her as a gift from his students in recognition of her support and fundraising efforts for Doctor Obote College.*

are respected for our link with a British school, and for the relatively advanced technology we have compared to other schools in the area.

**Joseph: And finally, how has the link with Simon Langton Grammar School for Boys improved your school?**

As I said before, we are now more respected in Uganda and top of this are results have greatly improved thanks to the computers and text books we have received from you.

*It is good to know that all the fundraising and non-uniform days have actually made a difference to the lives of those less fortunate than ourselves. We have just heard that Mr Ojungu is retiring next year, and would like to take this opportunity to wish him all the best in the years to come.*

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# Headstudents

## 2009/2010

Guy Bates

Headboy

Ellie Davies

Headgirl

Jago Pearson

Deputy Headboy

Caroline Shaw

Deputy Headgirl



### **where to find them**

in the office in the hall

### **when to find them**

before school, breaktime, lunchtime, after school

### **why to find them**

help, advice, suggestions, ideas, just for a chat ...

**email: [headstudents@thelangton.kent.sch.uk](mailto:headstudents@thelangton.kent.sch.uk)**

*In April Year7 visited the Swaminarayan Hindu temple in London. Jonathan Musgrove , James Sullivan and Maxim Sealey report on the highlights of the trip.*



**Maxim:** As soon as we sighted the temple we were awe-struck at the beauty and craftsmanship of the mandir. It just appeared out of nowhere after rows and rows of houses. When the coach pulled up, we were surprised to see men and women entering through separate doors. As we entered the haveli we took off our shoes and put them in a closet. We were intrigued by the wonderful carving on the wood pillars, ceilings and walls of the haveli.

**Jonathan and James:** When we ventured inside the temple, the complexity and intricacy of the construction was a testament to how much devotion that Hindus had towards God. They worked so hard in order to build this temple, day and night, until all of the architecture on the walls and the outside of the temple was absolutely perfect.

**Maxim:** The marble used to create the temple was from Italy, but then it was shipped to India where it was carved, before being sent back to England to be put together. Not a single piece was damaged during shipping! No wonder the whole building cost £16 billion!

We took part in a Hindu arti ceremony where we participated in the blessing where we held our hand over the holy flame to symbolise God entering our bodies.

**Jonathan:** As this ceremony continued, at one point I closed my eyes and could vividly picture a time 3000 years ago in India as I realised that a similar ceremony would have been taking place all that time ago.

**James:** As I departed from the ceremony I noticed that a women

was deep in thought, and was praying to the elephant headed God, Ganesh. The more I looked at her, the more that I tried to empathize with her and understand what it was that she so respected about these Gods. I found it really quite hard to try and put myself in her position as I looked at her, mesmerised, for it seemed peculiar to me to completely put your whole life into believing that there really is a God.

**Maxim:** In the shrine we saw goddesses on the ceiling looking down on everyone from above. There were many murtis carved into the pillars and the ceiling and there were lots of shrines that opened and closed. The Hindus treated them like living Gods.

**James:** Did you know that Hindus wake up at six thirty in the morning to perform their first ritual of the day and the sadhus wear orange robes as they believe life should be like fire?

**Maxim:** I also found out that there was a bowl of bananas next to a monkey headed murti. This was apparently to show it love and affection, as they would do to all of their Gods.

In conclusion, we have to say that we feel awed at how the people cared so much for their murtis. Did they have to build this temple? No. Did they need to put so much intricacy into the architecture? No. And yet they still did it. Why? To show their utmost devotion to God

# FALSTAFF REVIEW

by George Hales 8B

Glyndebourne Opera House was opened in 1934 by John Christie, in the midst of the Sussex Downs. It was for the famous opera singer, Audrey Mildmay. On the 1<sup>st</sup> July, I visited Glyndebourne with my grandparents, to see Falstaff, a play originally written by Shakespeare, but made into an opera by Guiseppe Verdi. The opera was conducted by Vladimir Jurowski and directed by Richard Jones.

The story begins at the Garter Inn, when Falstaff is interrupted by Dr Caius who accuses Falstaff and his henchmen, (Bardolph and Pistol) of breaking into his house, beating his servants, picking their pockets and drinking his wine.

Falstaff has been spending too much money at the inn and when the barmaid comes over with the bill, Falstaff realises he has too much debt, so he comes up with a plan to get some money. He decides to win the hearts of two beautiful women (Alice Ford and Meg Page) and thus get his hands on their husbands' money. But the girls find out about this and plan to get their own back on Falstaff's evil, twisted mind.

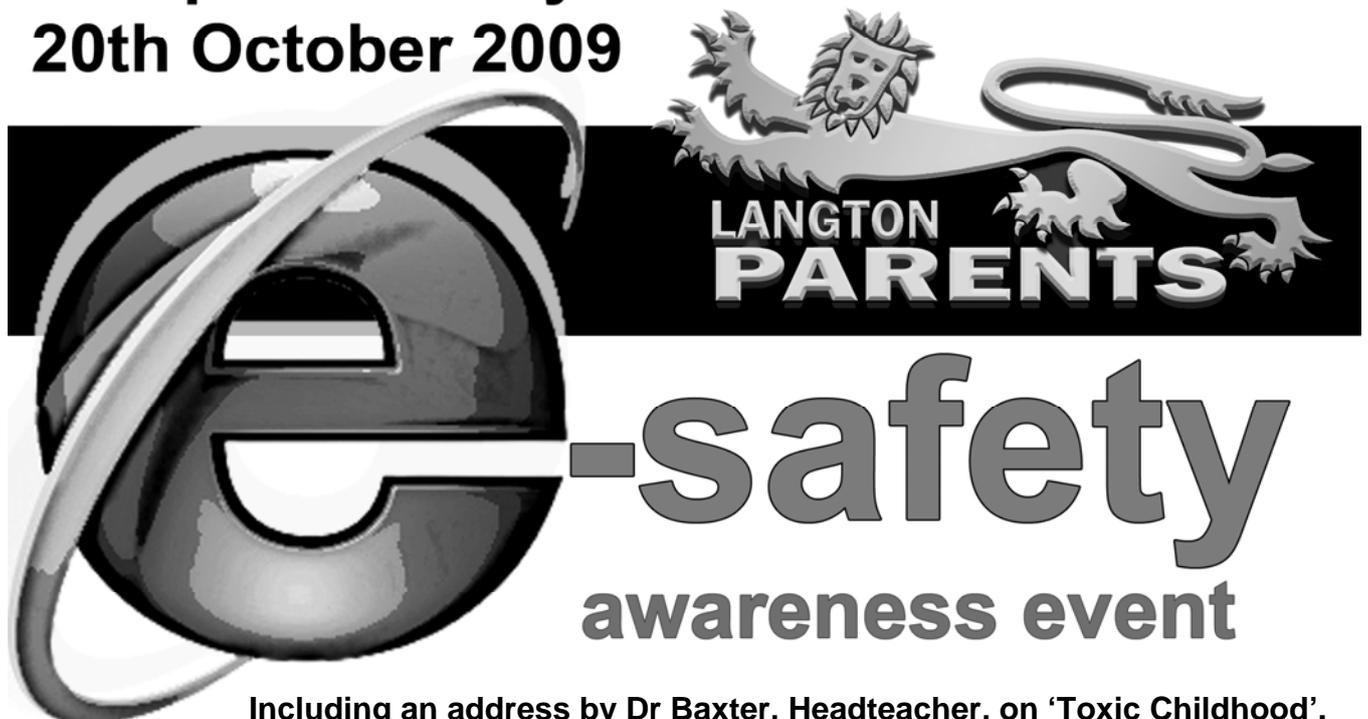
But at the same time as the girls uncover his money-making scheme, the husbands and men of the town begin to believe that Falstaff is cheating on one of their wives. So they plan to catch him red-handed. During the next few scenes, both parties correspond with each other and plan their next move.

The women decide to invite Falstaff to Alice's house where they aim to bundle Sir John Falstaff into a laundry basket and throw it into the river Thames, to teach him a lesson. But the men follow him there and search for him, by-passing his hiding place in the laundry basket and searching behind a screen, where Mrs Ford's daughter Nanetta was *in flagrante* with boyfriend Fenton. But when her father, Mr Ford finds out, he is very angry as he wants her to marry Dr Caius. Then, when everyone is busy arguing with each other, the basket containing Falstaff, is thrown from the window into the depths of the Thames.

Overall, I enjoyed the opera. I thought it was a wonderful example of musical and acting talent and would thoroughly recommend it to anyone.



**7.00 pm Tuesday  
20th October 2009**



**Including an address by Dr Baxter, Headteacher, on 'Toxic Childhood'.  
Speaker: Rebecca Avery, Kent County Council e-Safety Officer**

**PLUS**

**Information and practical advice on how to help keep your child safe on-line.**

# HEY JUDE!

**Nathanael Kent (10G) spent a fascinating half term working in the West End and watching actor Jude Law prepare for one of the greatest roles of his life.**

When the subject of work experience first came up in January, I had very ambitious plans. I have long been interested in the unusual art of stage lighting design, with an ambition to work in the West End - so this is where I wanted a placement. An awful lot of emailing and letter writing later, I got one: *The Phantom of the Opera* at Her Majesty's Theatre, London. Yet for me, this wasn't enough. I have been told and read again and again that experience is the key to being successful in this profession so I intended to get more.

In the process of organising my "official" placement in November, I contacted other lighting designers and asked them if they were able to offer me something during one of my school holidays. I checked my email everyday, hoping for replies, and, whilst I was in Germany on the school exchange, I received an email from twice Olivier Award nominee lighting designer Neil Austin. He was offering me the chance to go to the setup, technical and dress rehearsals of *Hamlet* at the Wyndham's Theatre starring Jude Law and directed by the Donmar Warehouse's artistic director, Michael Grandage.

So, on Monday 25<sup>th</sup> May (first day of half term), I took the train up to London for my first day of 'work' in the West End. And those of you who think working in the West End is glamorous, I tell you now: it isn't. Walking through the stage door is a great contrast to going in to the grand foyers. I had been backstage before (Theatre Royal, Drury Lane) but that was on a tour so they don't show you some areas! The walls are bare (apart from the odd spider!), the floor is stone cold and it smells very strange.

I met Neil and he gave me a copy of the lighting plan and then introduced me to the director, set and costume designer, lighting programmer and technicians. Then I freely explored the theatre, going on,



behind and under the stage and all the way up to the follow spot box and the fly tower. Being free to go into every area of the theatre was amazing. Backstage is surprisingly small, and even more so are the dressing rooms; including Jude Law's. The set however is to the contrary. It consists of towering stone walls (actually made from wood and polystyrene) and huge wooden doors with white light shining through arrow slits high up. At one point, an arras is dropped to represent a closet and a trap door is opened for the graveyard scene. The remainder of the day was spent focusing lights and experimenting with the smoke and haze machines.

I didn't go up on Tuesday as I had already booked to see *Jersey Boys* (also in London), but by 10 am on Wednesday, I was back in the theatre for technical rehearsals. I was given a set of headphones (known as 'cans') so that I could hear all backstage communications. During 'tech', all the control desks are set up in the stalls so that everyone is together and also the view is better. During an actual show however, the lights are operated from a tiny room right at the back of the balcony (4<sup>th</sup> level) and as the cues are called through the cans, all one has to do is press the 'next' button as the lights have been programmed.

'Tech' was fantastic as it seemed that the whole show was being performed just for me. I was sitting in the stalls, had a whole row to myself - no heads to block my view - and in front of me was Jude Law acting out "To be or not to be" in a storm of snow. It was also really interesting as whilst I was watching it I could hear all the backstage cues being called so I knew precisely what was happening and when.

On the Friday, as I was walking to the stage door, I passed the front of the theatre. There,

approximately 150 people were queuing for returns and the 30 tickets released that day to the first preview that evening. Some had been there since six o'clock. Inside the theatre, the final dress rehearsal was underway. I was watching the classic soliloquy for what felt like the tenth time. Around the theatre, people were setting up for the first preview. And outside stage door, autograph hunters were waiting for Jude Law. Little did they know that he wouldn't leave the theatre 'til around half eleven in the evening.

So, that night, I entered the theatre via the 'posh' way to watch the first preview. It was bizarre going to watch a show knowing all ready what to expect. The thing that made it was the audience. In rehearsals, you don't have that atmosphere, the excitement and certainly not the applause (or the standing ovation in this case).

I decided to leave the theatre via the stage door, but what awaited me was totally unexpected. A mob of screaming fans and the paparazzi were surrounding Jude wanting photos and autographs. And there I was, in front of the safety barrier standing next to Jude being photographed by the paparazzi. I can't imagine how celebrities put up with it!

I had had a fabulous week. I got a greater insight into the world of theatre and I learnt so many things. It just proves that work experience doesn't have to be photocopying and making cups of coffee. I'm not stopping here though: I am going to the English National Opera in October, *Phantom of the Opera* in November and hopefully the Savoy Theatre sometime in the New Year. And in the meantime, I'll carry on lighting shows in my local village hall and at school - a world away from the West End.

## Hatrick for Langton Drama Group!



For the third year Langton students have won the Kent Peer Drugs Education Drama Competition. Boys have to create a 15 minute play which educates on the theme of drugs; as it is aimed at their age group it clearly doesn't have to be preaching or dogmatic. The Year 11 students gained considerable praise from the panel of judges for the clarity of the message and the professionalism of their delivery. They each win vouchers for Bluewater and the school benefits by £1,000, so Mrs Moore is rather pleased about that! Since their win the students have been approached to do other drama work about anti-social behaviour and to assist in assessment of an alcohol awareness video.

As well as the students involved in the actual performance (Jacob McGill, Jon Moss, Lewis Prebble, Tristan Small, Joe Sparks, Rob Terry, Ally Watson, Matt Winstanley and Alex Young) they were assisted by technician Dom Reed. The organisers also chose two of our students to present the evening and Conor Handley and Charlie Hoare were slick, amusing and highly popular presenters.

Thanks go to Mrs Gwen Smith for supporting the team and to all parents and friends who went up to Maidstone for the final.

# HENTY'S PLUCKY TALES TOP THE READING LIST 100 YEARS AGO

The most popular author in the Langton Library this term has been Robert Muchamore with 242 issues. He is followed by Darren Shan with 105 issues and Anthony Horowitz with 66.

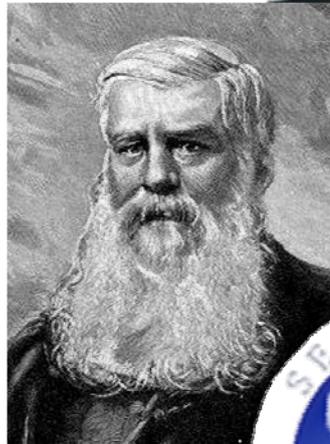
But what was being read in the Langton Library 100 years ago? According to an article in the Langtonian from April 1903 one of the most popular writers was G.A.Henty.

*"Look among the books that have been rebound or will soon need re-binding and you will see how much he has been read. Ballantyne, Gordon-Stables, Marryat and Cooper are favourites but they are not to be compared with Henty."*

Henty wrote over 100 historical adventures. His first children's book *Out on the Pampas* was published in 1870. His stories typically revolved around a boy or young man living in troubled times. These ranged from the Punic War to more recent conflicts such as the Napoleonic Wars or the American Civil War. Henty's heroes were always intelligent, courageous, honest and resourceful with plenty of 'pluck' yet were also modest.

But the master in charge of the Library at the time was keen to interest boys in Sir Walter Scott - *Ivanhoe*, *Kenilworth* or the *Talisman*. *"But what of Scott, that painter of vigorous action? Curiously enough the works of "the wizard of the north" are in little demand. You tell a boy how interesting and full of adventure his stories are. You assure him that if he will only skip the introduction and begin the tale itself he will find it as delightful as anything of Henty's."*

Right: Robert Muchamore  
Below right: G A Henty



## SEARCH STAR

The Eclipse Search Star is now installed on all library computers. You can use it to search for resources, view details of your loans and write reviews on books you have read. To open your account, scan your barcode or type in your PIN and password.

## NEW BOOKS IN THE LIBRARY THIS TERM .....

### New Fiction includes:-

Eoin Colfer *Artemis Fowl: the Graphic Novel*  
Alison Croggon *The Singing*  
Joseph Delaney *The Spook's Mistake*  
Charlie Fletcher *Silvertongue*  
Michael Ford *Spartan Warrior*  
David Gilman *Blood Sun*  
Alison Goodman *Eon: Rise of the Dragoneye*  
M.G.Harris *Invisible City*  
Charlie Higson *Silverfin: The Graphic Novel*  
Erin Hunter *Warrior Cats*  
Derek Landy *Skulduggery Pleasant: The Faceless Ones*  
Saci Lloyd *The Carbon Diaries*

2015  
Robert Muchamore *Henderson's Boys: Eagle Day*  
Stephanie Meyer *Twilight*  
Joshua Mowll *Operation Storm City*  
Irene Nemirovsky *Suite Francaise*  
Patrick Ness *The Ask and the Answer*  
Linda Newbery *Blitz Boys*  
Linda Newbery *Sandfather*  
James Patterson *Maximum Ride: Max*  
Philip Reeve *Fever Crumb*  
Rick Riordan *Percy Jackson and the Last Olympian*  
Chris Ryan *Twister*  
Darren Shan *Dark Calling*  
Justin Somper *Vampirates: Black Heart*

Paul Stewart & Chris Riddell *The Immortals*  
Robert Swindells *Ruby Tanya*

### New Non-Fiction includes:-

Gordon Corrigan *Mud, Blood and Poppycock*  
*Animals Up Close*  
*Show me The Money*  
*Wow!: The Visual Encyclopedia of Everything*  
*The Gadget Book: How Really Cool Stuff Works*

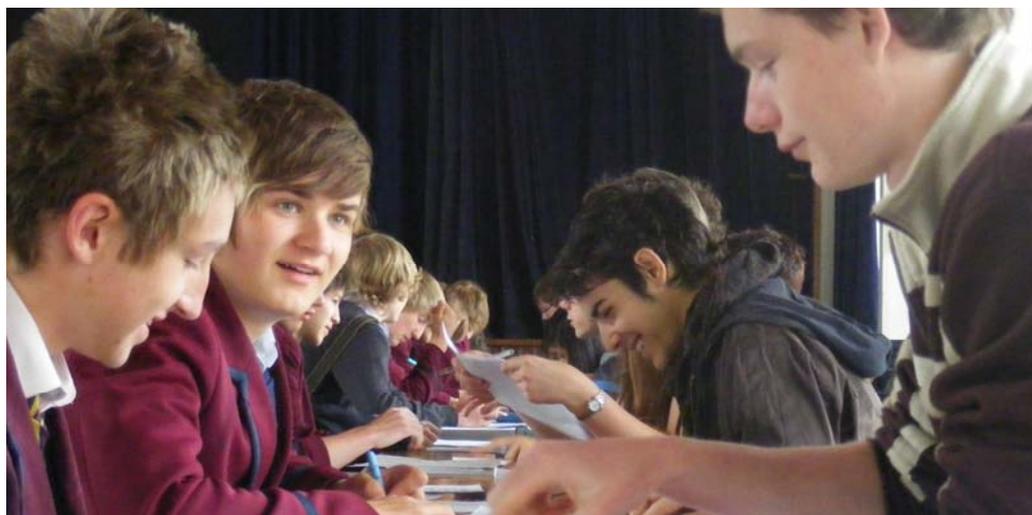


*We all know that Mr Moffat is a snappy dresser but, from the evidence in this picture, it seems that Mr Mitchell and Mr Eagle also scrub up okay. The occasion was the Year 13 Leavers' Ball.*

# The Fast Show

Get a bunch of Year 11 Economists, add a group of Year 13s, sit them at a table and give them a set of questions to ask each other and what have you got? ....

**Speed Economics.** Using the same principles as Speed Dating, GCSE and A Level Students spend a morning in the hall working through as many exam questions as possible in a series of 5 minute 'dates'. The brainchild of Mr Carney, the event proved so successful that a winter wedding is predicted.



On the eve of her retirement Mrs Walters tells Langton News why, for her, teaching is and always will be ...



My husband said to me last night, as I was bent over a set of Year 7 books, 'what are you going to do when there's no marking?'. I have no idea. It's been the bane of my life for so long that I will probably wander around the house with a red pen so that I can scrawl all over bits of paper things like, 'Repeat', or 'Ask your parent to sign this work'. On the other hand I could get a life.

The Walters are definitely a Langton Family. When we came back from Canada in 1971, my husband got a job teaching Maths at the school and so began what seems like a lifetime of association with the Langton. In arrived in 1984, having been at home with my children for 11 years, my sons attended the school, my daughter returns to the maths department in September after her maternity leave and I hope that one day my grandsons will follow in what seems to be in serious danger of becoming a tradition.

What do I love about the place? Nearly everything. Most important are the boys, who make me laugh, entertain me, drive me mad, cheer me up, make me furious, and sometimes have provided me with those breathtaking moments when I know that I have changed their ideas, their thinking, their understanding or even when and how to use the possessive apostrophe ... Langton boys are brilliant, funny, lazy, clever, kind and unpredictable - who wouldn't be entertained by them and privileged to teach them? I love the traditions of the

school: Commemoration, the Carol Service, final assemblies and those millions of sports reports, Sports Day, concerts and plays, Remembrance and Staff Reviews. I will never forget Mrs Wells as a French Maid, Mark Joplin singing 'Will ye go, lassie?' in Assembly, my son Peter singing 'Nobody Does it Better' with the Barbershop Quartet, Roger Howells mocking my hostess trolley, wonderful Andrew Dandison struggling up the stairs to his next lesson and a thousand other moments. They have made up much of my very happy life at the school. I love the way the boys are glad to be back after the summer holidays, how they bore on about their sporting victories and how they carry my ridiculous basket and even my handbag when I've been feeling fragile and they don't seem to mind. How they say 'Alright Miss?' if I'm struggling and if I'm not. How they run and shout and annoy me when I'm in the corridors, how they forgive my insults and lack of patience, and their sheer zest for life.

I have worked with so many fabulous people in the school. My colleagues have put up - mostly without complaint - with my pontificating and passion, with my constant arguing and sounding off about any - and every - thing. They have tolerated my bossiness and the fact that I can't argue properly because I mistake emotion for logic and that I behave appallingly in any lecture that bores me. I cannot tell you

how lucky I am to have had so many good people working with me and so many how have helped me in a thousand ways.

What am I most proud of? First, the library. I have spent thousands of hours building it up and I have introduced hundreds of boys to the pleasures of reading. If I have done nothing else, that is enough for me. Actually, I can't think of a second one so I'll move on quickly.

Teaching is, for me, the best job in the world and one of the saddest changes I have seen is in the status of teachers. I remember my parents being inordinately proud, often embarrassingly so, of the fact that I was going to be a teacher, but now far too few of our brightest and best sixth formers mention teaching as their goal. I wish I could change that. What other job is there that makes you glad to get up in the morning and look forward to going to work? That can change people and change the world?

So thank you, everyone, for making my life so happy and fulfilled. I wish that same happiness and fulfilment in whatever you choose to do. My absolute final words are these - never believe what you are told; question everything, especially what adults tell you. Most important of all, be good to yourself and to each other.



# THE MYTH

## “HELLO UGLY BOYS”

*By Charles Wilson and Oscar Wenn (Year 7).*

Though she is very strict, Mrs Walters is undoubtedly one of the teachers who teach you the most throughout the year. Don't count yourself unlucky if you have her as a teacher, because as long as you do everything you're meant to do in the school year you won't get into trouble (much).

After having this year I can see why people call her “the dragon.” I think it's mostly because she shouts a lot, not because she is red and scaly. She doesn't like to waste any time at all, which is why one of her favourite sayings is “is this really worth wasting thirty other people's time?” Another one of her other sayings is “hello ugly boys.” When she says this it means she's in a

good mood - bear in mind she will still jump on you if you do something wrong.

I'm sure that everyone will miss Mrs Walters a huge deal, especially the people in sixth form and the staff that have gone through their school career with Mrs Walters. Mrs Walters is a fantastic English teacher who will be remembered for the rest of our lives. She is a very unique teacher, and she nicknamed herself 'The Old Dragon'. I think this nickname really sums up her personality and who she is. I thoroughly enjoyed having her for English and I think that the spelling exercises are exceptional.

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**“as long as you do everything you're meant to do in the school year you won't get into trouble”**

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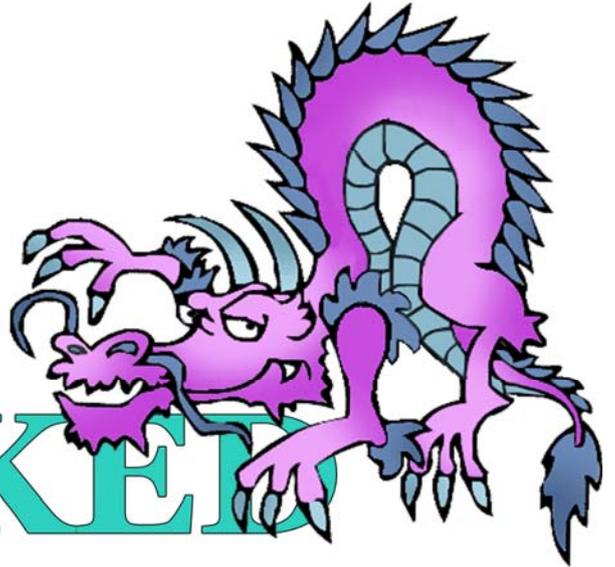
**“Mrs Walters is a fantastic English teacher who will be remembered for the rest of our lives”**

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Every school has a teacher that really stands out, and I think that Mrs Walters is ours. She may have called you a 'pillock' or said that you are 'talking rubbish', but that is not to be taken personally - usually.

In conclusion, Mrs Walters is a very good teacher, who teaches you a lot of things throughout the school year. She is retiring this summer so all the best to Mrs Walters.

# DEBUNKER



## CHANGING PERSPECTIVES

*By Aiden Blackall (Year 13)*

What can I say about Mrs Walters? Well, I remember when she first taught me in Year 7. I was by no means a model student as I was lazy, arrogant and had a certain aptitude for misplacing any work that I may (or may not) have done. However, she took it upon herself to help me and for a short period did some one-to-one sessions with me. The next time I encountered Mrs Waters was for GCSE. I was worried at first because as with all small children you exaggerate things and then your mind remembers these exaggerations. Anyway, what I remembered was a tyrant but what I got was very different. It wasn't that she would take any of my (or anyone else's) shenanigans but she was always after making her lessons fun. As our GCSE

year progressed I think I can safely say that she developed the greatest loyalty from her class when compared to any other teacher in the school. It is not because she was lax with the rules or went out of her way to put fun and games in the lesson but because she would treat us like adults and unlike other teachers who would set homework just for the sake of it.

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**“She developed the greatest loyalty from her class compared to any other teacher in the school.”**

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If you did a good bit of work she would praise it. If you did a bad piece then she would tell you how to improve it, but she was never nasty about it. She would always look over work that you had done and her only bug-bear was laziness (and she would even tolerate

that to a certain extent). She took those boys with little or no interest in English and got them to look at it from a different perspective. I know some people who are now filled with a passion for the subject yet, before she taught them, didn't care for English in the slightest.

Book Reviews - most teachers stopped them in Year 9 thereby removing the need for the boys to read fiction but not Mrs Walters (although she wasn't quite as strict about us doing them). Thanks to her I discovered many good books that I would not have otherwise read. What I find most interesting however is how the perspective changes as you move up the school. The Year 7s fear her but as time goes on this fades and is replaced by a love for her lessons and her subject. All I can say is that she was an asset to the school and it won't be the same without her.

# Mrs Walters is Retiring. (No, really!)

by Mrs Moss, Head of the English Department

On 17<sup>th</sup> July 2009 an era will end at the Langton when Pauline Walters, who has been at the school for twenty six years, will retire from teaching.

Pauline Walters first came to work here as a part-timer when her children, all three of whom now teach in local schools, were small. She brought a wide range of experience with her, having taught in a variety of schools and places: in Canada; in a tough London secondary modern school and also at primary level. She also brought with her the most astonishing amount of energy and excitement about teaching itself, which she describes as 'the best job in the world.'

Having Mrs. Walters as an English teacher is, I think most students would agree, an

extraordinary experience. In some cases, for a start, there is a long-standing family connection – she has even taught the sons of some of the boys she taught when she first came. Then there are the threats. Fail to complete your homework and you risk all sorts of terrible punishments. Most Year seven students are a little frightened of her at first and it is not for nothing that her room is decorated with a 'Here be Dragons' sign in the manner of a medieval map. Once those boys have been taught by her for a little while, however, they start to realize what everyone else in the school already knows, which is that Mrs. Walters is a teacher who cares about the students she teaches and will do anything in her power to help them. Her kindness and humanity mean that over the years many students and staff

members alike have shared their problems, sought her advice and felt the better for it.

Unlike many teachers, Mrs. Walters has never wanted to take on a management role. Her delight, and that is the right word to use, has always been in classroom teaching. Generations of Langtonians will never forget how to spell 'rhythm' and can still be found muttering, 'One collar, two sleeves,' when writing 'necessary.' Boys who have been taught by her know how to punctuate properly, write well, give confident presentations and construct logical arguments. They will have memories of having shared stories, or talking about books with a voracious and passionate reader, whose fierce belief that reading matters and makes us better



people has driven her to organize the sponsored read and fundraise to make our school fiction library one of the best that there is. Her students know all sorts of curious facts about the English Language and the origins of words; they have storehouses of poetry and of the odd snippets of knowledge that enrich our lives. Some may even have more unusual recollections: Mrs. Walters as the fairy god-mother in a school pantomime, or, pretending to be a house-painter in a staff revue and gleefully chucking water over the hapless boys in the front row of the audience!

Few of the current students, however, will know that for years Mrs Walters was responsible for all the trainee teachers at the school, so that there are teachers all over the country whose teaching has been shaped by her guidance. For over a decade, she was the Key Stage Three co-coordinator for English and it was her idea to start the staff Teaching and Learning Group, where teachers at the Langton meet regularly to

discuss ideas about classroom practice, fortified by enormous pieces of her homemade cake. In these, and in many other ways, her contribution to the school is immeasurable and the changes she has seen in her long career are numerous.

The school in 1983, of course, was a very different place. It was much smaller, for a start, with fewer buildings, fewer students and no girls in the sixth-form. There were no computers and very few women on the staff. The school as it is today would have been as unimaginable as it would have been for Mrs Walters to think on that first day at the end of Langton Lane that she would stay here for the rest of her career.

And so an era ends. Students will miss her teaching. Boys whose shirts are hanging out will miss her threatening to tuck them in. Naughty boys will miss her shouting at them in the corridor. As colleagues, we will miss Pauline's energy, her friendship and her sense of humour in the staffroom. Someone else will have to buy

the teabags, the cards and the presents for staff who leave, just to mention a few of the things that she has done for years to make all our lives run more smoothly.

When she leaves, the English department will lose a gifted, dedicated teacher, who still leads innovation and has never stopped working out how teaching can be better, more interesting, more effective and more boy-friendly. In retirement, she will have more time for her family, especially her three beloved grandsons. She will have more time for her voluntary work with various Canterbury organisations and for her garden, for reading and all her other interests. And just in case she is ever at a loose end, she will be joining the school's governing body in the autumn. The school is losing one of its longest-serving teachers and an immensely valued colleague but we are all gaining a new boss!

Have a wonderful retirement, Pauline and we'll see you soon.



# Sleepy in Spain

by Ellie Davies (Year 12)

Seven daring linguists and two equally brave teachers (Miss White and Mr Raines) embarked on an adventure more commonly known as the 'Spanish exchange' in the early morning of Saturday 18<sup>th</sup> April.

With just 10 days until our AS Spanish Oral Exams, this trip undoubtedly promised to be a life-saver, as well as great fun (and educational).

I say we were 'daring' because firstly, 'intrepid' conjures up impressions of the Famous Five or the Secret Seven, which led me to wonder which one of us was the dog; and secondly, because in Barcelona, they do not actually speak Castilian Spanish (the one we learn in school), but Catalan, which is something different altogether. Still, we were on our way, and nothing could deter us.

Soon, Monday arrived, and I realised (with horror) that not only is it just as hard to drag yourself out of bed in the morning for a Spanish school as an English school, their lessons started at 8.15 am – shock horror! Fortunately, much of the school day also seemed to operate on 'Spanish time', so sauntering in with puffy eyes and a drowsy Spaniard didn't seem to matter too much. It was an interesting discovery for us (very punctual, thank you very much) Langtonians.

But a word of advice to you linguists: don't bother learning the words for *good morning* or any nicety like that – you're never up in time. I found that *good afternoon* or a sleepy yawn did the job much more appropriately!

The week flew by in a happy whirl of learning Spanish, sight-seeing the stunning city of Barcelona, and having fun; one of the Langtonians (always the entertainer) managed to stun us with his hitherto unsuspected skill of Ferrero Roche eating, whereby he made a hilariously commendable and very

unforgettable attempt at beating the Guinness Book of World Records achievement for the most Ferrero Roches eaten in one minute (the record so far is 8). It is beyond my power of the English language (and indeed, the Spanish language) to describe the pure comedy of this event!

Much to our disappointment, for all of Barcelona's exotic architecture, the shopping scene certainly was not anything other than quintessentially European – with all the familiar shops of Zara, H & M and Topshop, we might as well have been in Canterbury. Besides, what with the current economic climate (and probably more to do with the fact that only two of us on the trip were girls, and the male dominance greatly resisted shopping) we decided our time would be much better spent eating *tapas*. Maybe patriarchy has its benefits.

The historic *San Jordi* – a festival of Barcelona's region – happened to fall on the Thursday of our visit, giving us an insight into Spanish culture; the *fiesta* involved men buying their loved girls roses, and the women should buy their male counterparts books. For those of us that have more emotional depth than a puddle, this was a cute and slightly admirable tradition. Of course, even among the English, there's always one boy (no need to name names!) who tries his luck and buys roses for all the girls – hedging his bets, in my opinion!

My host family bought their children (and

me!) both books and roses, as I was their child for the week; this (I hope) was more a gesture of kindness and equality between their son, daughter and me, rather than any gender confusion!

All in all, it was a great trip: we made many a vocabulary list and our new-found confidence in speaking the language was invaluable for the exams – so a huge thank you goes to Miss White and Mr Raines. I would recommend the exchange to anyone and everyone. I know it's a science school and everything, but it really is worth doing languages just for the trips. Honest.



# History Made Real

by Ben Richards (Year 7)

When I first started at Simon Langton Boys School in September 2008, I only knew a little bit about History. I knew the basic facts that everyone knows. Since coming to this amazing school I have learnt loads of funny and interesting pieces of information that I didn't know anything about before. My History teacher, Miss Hayes has taught different topics, such as the Battle of Hastings, different types of castles, Thomas Becket, the Black Death and finally, the Plains American Indians.

The Plains American Indians travelled from North Canada following food, mainly buffalo and other wild animals. They lived in tepees that had to be easy to put up and put down. This meant that they could go from place to place and still have a 'roof' over them. The Indians were always on the move. They would sometimes travel over twenty miles a day. This doesn't sound a lot to you and me but we have to remember that the Indians didn't have cars. They had to carry all their belongings and tepees. They usually used buffalo to help carry the load.

The Europeans started exploring during the fifteenth and sixteenth centuries. It was now possible for sailors to make long voyages because they had loads of new equipment. The kings and queens of Spain, Portugal and England all gave money to sailors so that they could get supplies, a ship and crew for the journey. If the voyage was successful, then the crew of that ship would claim the New Land for their country. The monarchs then expected to be paid back the money that they had lent out. This money was usually in the form of slaves/servants, and the riches that they brought back from the country.

The Indians had to hunt for their food, and they did this in two main ways. One way was commonly used before the Europeans brought horses. The Indians would cover themselves in wolf skin and crawl right up to the buffalo. This was good because the wolf scent masked their

human scent. However, this method had its disadvantages because it could sometimes take hours (sometimes even days) to catch enough buffalo for the tribe.

When horses became part of the Indians' lives it became a lot easier to hunt buffalo using new techniques. They could catch enough buffalo for the tribe in a single morning or afternoon. They would ride up behind their prey and then shoot it with arrows or throw spears at it. This was a good way of hunting.

All Indians believed in the Great Spirit. The Great Spirit ruled over everything and lived in the Happy Hunting Ground, a beautiful country beyond the skies. Every Indians' hope was to go to the Happy Hunting Ground when they died. However, they would only go to the Happy Hunting Ground if they had served the Great Spirit well during their lifetime. The Indians also believed that all living things had spirits of their own, and this meant that every Indian child was brought up respecting all living things.

The Indians didn't have nice comfy houses to live and sleep in. They had to live in a tepee, using buffalo skin stretched over long poles to make the tent structure. It had to be easy to erect because they were always travelling around following their food. However the tepee could get very crowded because sometimes there were up to ten people in one tepee.

The number of people in your tepee was usually determined by the number of people that you had in your family. One family would then share a tepee. It would also get quite smoky inside the tipi because they would light their cooking fire inside. This would also help to keep everyone inside warm.

In History with Miss Hayes we have been making our own tepee. We coloured them in first, then cut them out. After that we stuck all of the sides together and some of us made little doors. Inside the tepee some people drew pictures of a fire and family members. The really creative people among us made little fires (not real ones!) out of paper and also made little 'stick' men out of paper.

I have thoroughly enjoyed History this year. I have learnt loads of new and interesting things that I never knew before. Overall, I have a better understanding of what life used to be like and when events took place in the past



# The Langton Research Group Strut Their Stuff at the Royal Summer Science Exhibition

By Dr Becky Parker

The Royal Society Summer Science Exhibition describes itself as 'a unique opportunity to discover the best of the UK's science and technology research under one roof'. The Langton Research Group, with contributions from Biology, Chemistry and Physics, exhibited all week and received praise from all who attended. Our students explained their cutting edge research they are doing as part of their science work. That was the aspect the public were most amazed about – the fact that our students are making real contributions across the sciences. As described on Radio 4 Material World we are a research group with the difference that all our contributors are still at school.

One distinguished guest wrote this to me about our students:-

*"I must say that the conversations I had with some of your students were some of the most interesting and enjoyable that I had during my walk about that afternoon. It's an absolute delight to find young people so enthused about science, so sophisticated in their understanding of their projects, and obviously highly motivated by their learning environment."*

As the upper sixth move on to new challenges and the new lower sixth come in we are moving ahead with all the projects - Myelin Basic Protein Project, Design a Drug,

Faulkes Observing, Imperial Fusion and the LUCID project. The upper sixth leavers have been fantastic, with notably Tom Stevenson, Tom Purvis and Peter Hatfield staying the whole week in London. The incoming upper sixth were also brilliant and we look forward to great strides forward in the year to come.



# Sports Day Triumph for Hardman

On a sunny and breezy day we had a magnificent morning of athletic competition. This marked the first Sports Day of the new era – the House system. However, the same boys generated the same enthusiasm.

In the Year 10 team competition, Mackenzie won comfortably with 126 points ahead of Sharp (113), Burgess (104) and Hardman (87). Greg Markes won two events, the High and Triple Jump, as did Tom Inglis (800m and 1500m) and Charlie Trill (200m and 400m). One record was broken, the Javelin, by Jamie Vant Harrison who threw a distance of 37.90m. The old record was set only last year after being in place for 25 years.

The Year 9 competition was won by Hardman with 153 points, followed by Burgess (116), Mackenzie (103), and Sharp (69). Dominic Owen won all three of his events

(Javelin, Discus and 100m), while Josh Lyndsay won both the Triple Jump and 400m. In the relay an amazing finish saw both first and second placed teams break the record. Although Burgess 'A' achieved a new best, the new record of 54.4s goes to Sharp 'A', knocking a staggering 1.3s off the old time.

In Year 8, Jamal Sekimwany again excelled, winning the 100m, 200m and Shot. Josh Holness came first in two events, the 1500m and Long Jump. The Sharp 'A' relay team equaled the record in a time of 52.3s. The team event was won by Sharp with 132 points, only just ahead of Burgess (130), with Hardman (104) and Mackenzie (78).

The Year 7 competition produced another three event winner in Jimmy Lawal. He was successful in the 100m, 200m and High Jump. Barney Howard won a very tough double in the 800m and

1500m. Toby Wood won both the 400m and Discus. Clear team winners were Hardman with 147.5 points. Second place went to Mackenzie, scoring 111.5, then Burgess on 103 and Sharp on 86.

At the end of the competition the trophies were presented by Mrs Walters, the voice of Sports Day (announcer, that is), who is sadly retiring this year. Many thanks to her for her efforts in the box and we all wish her a long and happy retirement. Who will be Mr Thompson's new partner next year?

On the whole there were many more very good performances and some close finishes seen with teams involving lots of competitors. Well done to all of you! Also, well done to all the staff and Year 12 students who officiated at all the events. You made a really good team. Thanks.

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# Langton's Team Effort Pays Off!

**Chislehurst & Sidcup 178-8 Simon Langton 182-9** by Tom McGhie (Yr 8)

On 2nd June, at Rodmershan ground, the Langton Year 8 Cricket team achieved something amazing. They won the county final to become the Kent Champions. It was a nail-biting match.

The Langton appeared an hour early, which was a bonus as it gave them a chance to get some extra practice and assess the square. It turned out that the wicket was slow and low—ideal for bowling. Fortunately, the captain, Whittaker, won the toss and opted to bowl first

As the Langton team walked out onto the pitch, the atmosphere was great and you could tell that both teams were up for the challenge.



As the first few overs went by it seemed like a few of the fielders were overawed by the situation; fielding was sloppy and bowlers struggled to find the right lines and lengths.

Despite a relatively early wicket, Chislehurst were motoring along at 65-1 after just 90 overs. When the first drinks break came at 12 overs they looked like they were heading for a mountainous total of around 240, thanks to sublime batting from Deveral Julu, who made a first class 86. However, a stern team talk from coach Mr Mitchell gave the Langton a wake-up call and in the second session they seemed much livelier in the field, with Guest at the forefront taking 4 quality catches. In addition superb bowling from Carter 4-0-11-3 (all three wickets came in the same over) and Neal 7-0-37-1 really put a hold on the batsmen and the runs just seemed to dry up. A few late order wickets gave Whittaker impressive figures of 7-0-29-3 and Chislehurst ended up with a mediocre score of 179 especially with the lightening quick outfield.

The Langton had high hopes of winning the trophy that had evaded them the year before

as they walked out to bat, but two early wickets again swung the match in Chislehurst's favour. A third wicket stand of 58 between Whittaker and Guest relieved some of the pressure. However, another mini collapse and the loss of Whittaker, who made a steadying 45 left the lower order with a lot still left to do. We fell behind the run rate, and whenever a wicket fell their celebrations became more and more raucous. Our tail enders all went cheaply and it was left for the last wicket pair with 16 needed off the last 3 overs. 7 were then needed off the last over with Chris Sargent, who was going well on 44 not out, on strike. The nerves were really starting to take hold as 2 balls went by and still no runs had been taken. Finally, Sargent smashed the ball down the ground for four and then took a single. With 2 needed off the final two balls, the last batsman was on strike. The ball was inside edged onto the pad and a quick single was taken. Thinking a run out was likely, one of the fielders shied at the stumps. No one was backing up and the ball went over the boundary rope for 4 runs. We had won the game and were ecstatic. A great team effort!

## OTHER SPORT HEADLINES

**CRICKET**—1<sup>st</sup> XI Cricket win Kent League (East) following 3 consecutive wins

U15's reach Barton Court's total in last over to win District Cup

U14's narrowly beaten by Chaucer by 2 wickets in low scoring District Cup Final

19 wickets fall as U13's beat Kent College by 5 runs in District Cup final

U12's recover from batting collapse to lose by only 5 wickets to Kent College in District Cup Final

Semi-final places for U12's and U13's in Kent Cups – but both go out to stronger opposition

U14's miss out on District six-a-side title in last over to Kent College

Rochester Maths U12 six-a-side won by the Langton for the second year running

**Athletics**—Intermediate team retain District Team Championships title for 10th year running!

Junior Relay team will all their races to retain District title

Identical records leave Intermediate Relay team sharing District title with Kent College

Year 7 District Festival won once again by the Langton – 5 years in a row!