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much more!

Man of War

Andy McNab visited the Langton last year - meeting a small group of keen fans in the library before wowing Years 9 and 10 in the sports hall with a brilliant extempore speech which took in juvenile delinquency, brushes with the law, an unexpected love affair with the Army Education Corps, and vague references to underwater knife fighting. Andy spoke freely about his infantry days, the notorious SAS Selection course, and returned time and again to the dominant motif of his presentation: the need to adapt, overcome, and meet life's challenges head on.

After his talk, Andy very graciously signed copies of some of his new adult and junior fiction titles, and allowed some students to pose for selfies. It was a brilliant day - and easily the most inspiring author visit I have experienced.

I would like to record here my appreciation for all those who helped publicise the talk and organise the day, and offer particular and heartfelt thanks to Ms Janeen Barker, Andy's PR representative Ms Laura Sherlock, and Sqn. Ldr Simon Reade MBE for their help and support.



Man of Words

On the 1st October, the Langton opened its doors to acclaimed constitutional historian and controversial cultural commentator Dr David Starkey, who kindly agreed to deliver the inaugural Langton Lecture - thereby initiating what will be an annual event, designed to promote the Arts and raise the profile of public speaking at the school.

Having published his own Magna Carta, appositely enough, on the 23rd April 2015, Dr Starkey's talk took as its central theme the Great Charter (in all of its permutations, 1215 and beyond), and the prominent role played by the Langton brothers in its creation, ratification, and inception.

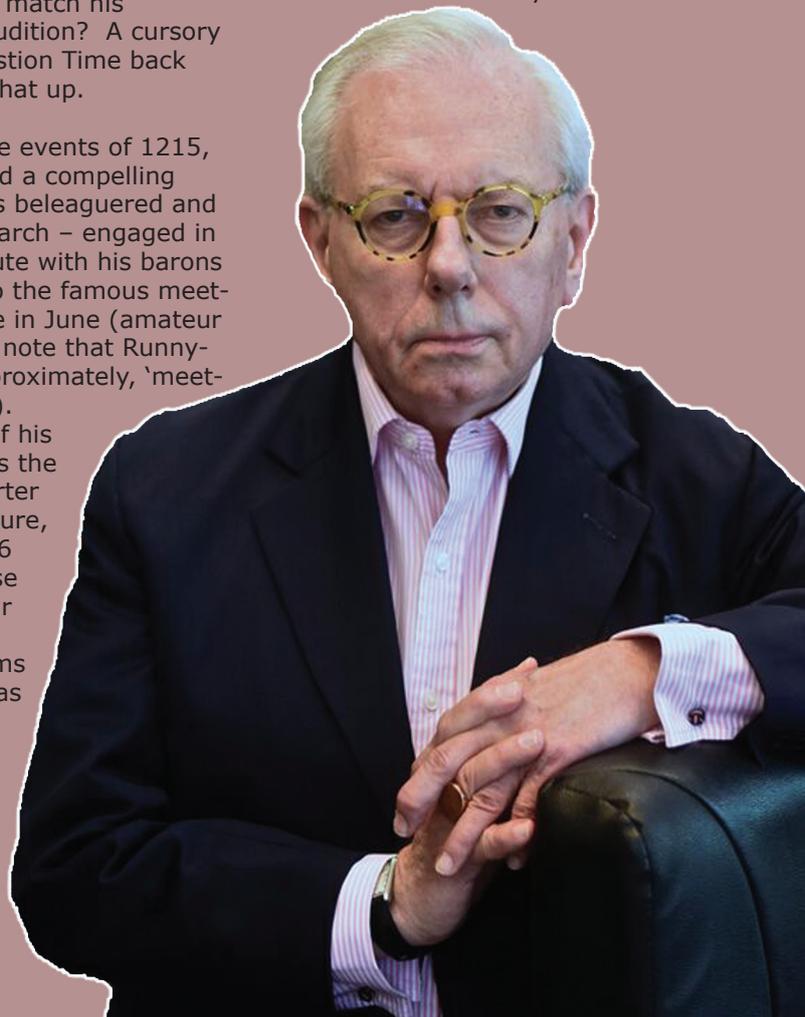
Dr Starkey's address was far-ranging in its historical sweep, insightful, provocative and (a Starkey trademark), a master-class in rhetorical flair. Like him or loathe him, one has to admit that Starkey's command of the English language is largely unparalleled. Who else, among the so-called liberal intelligentsia, can match his eloquence and erudition? A cursory glance at his Question Time back catalogue clears that up.

Beginning with the events of 1215, Dr Starkey painted a compelling portrait of John as beleaguered and quarrelsome monarch - engaged in a protracted dispute with his barons that would lead to the famous meeting at Runnymede in June (amateur etymologists will note that Runnymede means, approximately, 'meeting meadow'. Apt). The main thrust of his talk, however, was the idea that the Charter of 1215 was a failure, and that the 1216 revision (and those following) were far more important documents in terms of such concepts as liberty, the law, and the relationship between crown, court and country.



The Langton brothers featured prominently in this historical overview, with Stephen ('chief go-between between the king and the barons') and Simon ('the most passionate and articulate ideologue of the baronial movement of 1215') earning especial praise. It is indeed heartening to know that the benefactor of our school played such a central role in the creation of what has gone on to become a universally-acclaimed symbol of liberty and the rule of law.

I would like to thank Dr Starkey for his lecture, and for supporting the cultural life of the school: we will see him again in the summer term, when he will act as judge in the upcoming public speaking competitions, to be organised by Mr Moore and Miss Harvey.



Poetry Corner

It has been a busy year for poetry at school. The poet Lynne Rees, ran two workshops which helped students focus their energies to use language in innovative ways. Through innovative writing exercises and the discussion of poems that make us think and laugh, and maybe even change the way we look at the world, the students drafted their creative texts to show the world their best and, occasionally, their worst sides. Working with Mr Navarro-Pollott, the students used some of these poems to music to develop song lyrics. We were incredibly proud of the students' efforts. No task was too much for them and they seized on the challenges with gusto.

Since the workshops, some students have continued to write poetry. Here are two of the poems which were created.

Edward Crowther (9S) won the Canterbury Festival Schools Poetry Competition 2015 (ages 12-15) with this poem:

The death of the Kraken

(In response to 'the Kraken' by Alfred lord Tennyson)

Free from the silence of the lower deep,
He riseth, straight from his rocky cradle
The Kraken, in all his glory wakened
from his sleep,
The monstrous creature described in myth and fable.

His eyes are glowing orbs of red,
His tentacles like long and flowing string,
For years on only sea-worms he has fed,
A truly terrifying and enormous thing.

From the raging surface, breaks forth his slimy back,
The cruel night sky lit by torturous fires of hell,
Above him, clouds of thunder and lightning crack,
The light in his eyes goes out as he sinks into the swell.

Asked why he liked creating poems he said "I enjoy the challenge of getting the perfect

rhyme and rhythm so that the poem works. I also like to make the poem dramatic and entertaining for the reader, by using descriptive vocabulary, and visualizing what I write as I write it. This allows me to adjust the poem till it fits, and is as descriptive as I want. The best part about writing poetry is to have that sense of accomplishment when you have finished, and the pride when you read it as a whole for the first time.

Year 8 student Alex Miller is also a budding poet. " My inspiration can come from the unlikeliest of places; just in case it does happen I carry around a notebook so I can make notes.

His poem is reproduced below.

READING

Reading takes me anywhere,
and everywhere there was.
Telling tales of heroes true
and the battles they have fought.
Kings and nobles, dragons too,
time travel, space and love.
Of magic, power, ancient evil,
codes and philosopher's stones.
But reading can take a darker turn,
of bitterness, anger, betrayal.
It will tell many a truth,
about people you thought you could trust.
Politicians, businessmen,
lawyers and all,
desiring money and power.
To me reading's a sanctuary,
a place where I feel safe from harm.
I see myself in books I read,
and from that, I'm never alone.

Poetry by Heart

by Steffi Felton 13AS

Usually when you mention poetry you're greeted with a bored unimpressed look. However I've come to appreciate and adore poetry, because it really is a fantastic literary form.

Poetry by Heart is a national competition that encourages young people to learn two poems, and then perform them to an audience. Although called a 'competition' because of the format, for me, it was just an opportunity to perform some poems that I absolutely loved and wanted to share with people.

I chose 'Remembrance' by Emily Bronte and 'Morning Song' by Sylvia Plath because they're both written from the perspective of women,



Steffi is 1st on the right with Judge Patience Agbabi on the far left

which made my connection stronger, and the subjects, although different, are both touching.

Dr Askey was in charge of the competition, and kindly helped us with the understanding and delivery of our poems. Me and the other two contestants, Wilf Kenning and Alex Milsom, would meet up now and again to recite our poems and give each other feedback.

We held the first round in the library, and the judges were Professor Soderholm, Mr Moffat, and Mr Moore. Although a bit daunting at first, the atmosphere was very relaxed (there was also cake) and it was a lovely way to spend an afternoon, just listening to poetry.

As I won the first round, the next step was the county final that was held at The Gulbenkian with contestants from all over Kent, some even from London. The head judge was the poet, Patience Agbabi, who gave a recitation of her grime remix of the Canterbury Tales which was incredible!

Although I didn't win, Mike Dixon, The Poetry by Heart regional organizer said that he felt that my recitation of 'Remembrance' was outstanding and I embodied the spirit of Poetry by Heart. He has invited me to help him deliver a poetry workshop for trainee teachers at the University of Brighton, and be a sort of Poetry by Heart ambassador.

I am overwhelmed and really looking forward to this fantastic opportunity. Overall, the experience of Poetry by Heart has been nothing but rewarding, and I've thoroughly enjoyed all of it. I heartily recommend it!

Langton Mandarin Teacher Mr Zhao Asks

学习中文与中国文化？

Why Study Chinese?

Chinese is a fascinating and extremely rich language. It is the most spoken language on earth and is becoming increasingly important thanks to China's economic boom.

This year, the Langton introduced Chinese as a time-tabled subject. This new option brings the opportunity to learn and enjoy a language which is both challenging and rewarding to study as well as learning about China's culture and history.

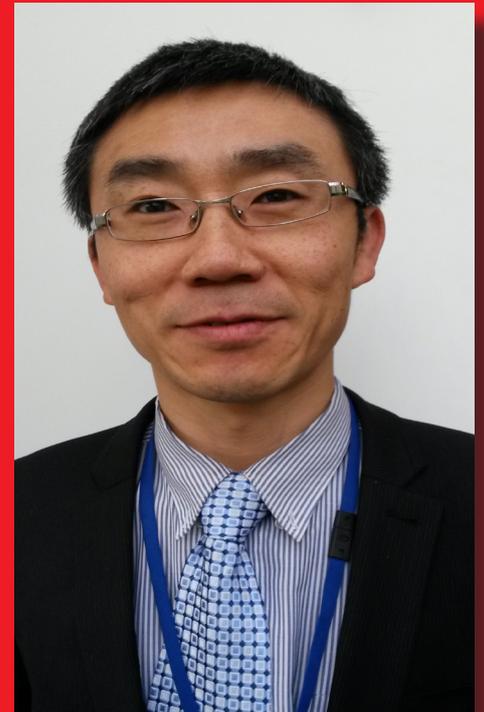
With its fast growing economy, China has become a participant in worldwide trade, providing many products - new and inventive - to the international market each year. In addition, more and more people from other parts of the world, including Britain, are looking to China for employment opportunities coupled with the chance to experience a different and exciting life style.

Although English is still the most commonly used language for business communication in Asia, this is slowly but surely changing. As China is replacing the US as the main

trading partner of most East and Southeast Asian countries, Mandarin Chinese will play an increasingly important role as a language for business communication. Especially in countries like Japan and Korea, and also in Indonesia, Thailand, Vietnam, the Philippines and Malaysia, Chinese is slowly becoming the most popular foreign language.

It is not surprising that Chinese it is now offered in many universities as both Chinese language and Chinese studies. Available even for beginners, it is often combined in joint courses with degrees such as economics and law, whilst still maintaining its own uniqueness as a language.

China is one of the world's oldest and richest continuous cultures, over 5000 years old and to study Chinese also means to study a culture, a people. At the heart of Chinese civilization is its rich heritage of novels, short stories, poetry, and drama that reflect the values, the struggles, the joys and the sorrows of this great people.



The Langton is committed to offering Chinese as part of the languages curriculum and there are plans to expand students' exposure to the language further, perhaps with links to schools in China, to provide real opportunities for our students to experience this new subject hands on and to take in a new completely different culture and way of life.

Some Surprising Facts About the Chinese Language

Chinese has a relatively uncomplicated grammar. Unlike French, German or English, Chinese has no verb conjugation (no need to memorize verb tenses!) and no noun declension (e.g., gender and number distinctions). For example, while someone learning English has to learn different verb forms like "see/saw/seen," all you need to do in Chinese is just to remember one word: kan. While in English you have to distinguish between "cat" and "cats," in Chinese there is only one form: mao. (Chinese conveys these distinctions of tense and number in other ways, of course.)

The basic word order of Chinese is subject — verb — object, exactly as in English. A large number of the key terms of Mandarin Chinese (such as the terms for state, health, science, party, inflation, and even literature) have been formed as translations of English concepts. You are entering a different culture, but the content of many of the modern key concepts is familiar.

The Year of The Monkey

2016 (on the Chinese calendar) is a year of the Monkey, starting from February 8 (Chinese New Year), and ending on January 27, 2017 (Chinese New Year's Eve).

Although there are many interesting legends and stories explaining the start of the Chinese New Year festival, the main two reasons for the festival are to celebrate a year of hard work, have a good rest, and relax with family and to wish for a lucky and prosperous coming year

Chinese people believe that a good start to the year will lead to a lucky year. Chinese traditionally celebrated the start of a new year of farm work, and wished for a good harvest (when most were farmers). This has now evolved to celebrating the start of a new business year and wishing for profits and success in various vocations.

How Do the Chinese Celebrate the Festival?

The main traditional celebrations of the festival include eating reunion dinner with family, giving red envelopes, firecrackers, new clothes, and decorations. More modern celebrations include watching the CCTV Gala, instant message greetings, and cyber money gifts.

Chinese New Year is a time for families to be together. Wherever they are, people come home to celebrate the festival with their families.

The New Year's Eve dinner is called "reunion dinner", and is believed to be the most important meal of the year. Big families of several generations sit around round tables and enjoy the food and time together.

Decorating Buildings, Houses, and Streets with Lucky Red Items

Every street, building, and house where CNY is celebrated is decorated with red. Red is the main color for the festival, as it is believed to be an auspicious color. Red lanterns hang in streets; red couplets are pasted on doors; banks and official buildings are decorated with red New Year pictures depicting images of prosperity.

Most of the decoration is traditionally done on Chinese New Year's Eve.

As 2016 is the year of monkey, decorations related to monkeys will be commonly seen. There are red monkey dolls for children and New Year paintings with monkeys on.



HELLO FROM THE MFL DEPARTMENT

by Mrs Santana
Subject Leader



It has been a very busy and productive year so far for the MFL Department.

At KS3, the new Mandarin course introduced this academic year, with its robustly interactive approach to teaching and learning, has exposed our students to yet another language and culture.

As ever, we really want all students to be taking their interest in languages outside the confines of the classroom and to be actively learning in other ways.

Accessing various internet resources such as Vocab-Express to which our department subscribes can be a valuable way of building up core vocabulary and key phrases.

The department is always looking for ways to broaden our horizons and has invited outside speakers to share their experiences and

knowledge with our students. Last term the MFL Society was very pleased to welcome Professor Peter Reed from UKC (right) who stressed the importance of studying languages. He emphasised both the cultural and social advantages that come with learning a language and the very specific communication skills which consistently seem to make students with a recognised language qualification significantly more employable than their peers.



The Langton hosted the Second Translation Symposium, with four representatives from the International translation Company

Language Connect.

Minty Chapman, one of our MFL Society representative members, saw the Symposium as a huge success; *"The team discussed the importance of languages in business and how crucial translation is around the world, and how interpreting is a fundamental skill in the language world."* Said Minty. *"All international companies rely on translators and interpreters to complete transactions. The interactive part of the symposium was a great experience and I gained a lot of useful skills and an insight into this whole new industry that I hadn't thought of before. It definitely opened up some new career possibilities for Langton language students. Thank you to Mr Franczac who organised the event".*

GET CONNECTED WITH SUPER POWERS!



I recently came across some photos we took when the MFL Department visited Canterbury Academy with a group of Y8 students to participate in a Languages Day. Langton and Academy students took part in a series of interactive workshops trying a series of different languages, different from the ones they are normally exposed to. Even without any previous learning everyone got totally immersed in speaking Mandarin, Russian, Greek and Arabic.

Imagine if you could suddenly have the ability to speak and understand all the languages in the world! It would be the ultimate superpower!

Sadly, without a touch of magic it would be impossible for anyone to

learn all the 6,500+ languages in the world, but it is possible to have a slice of this superpower. Just by being able to understand this, you're already able to communicate with

nearly 10% of the entire world (although by 2050 the percentage of people who speak English in the world will decrease to 5%). If you learn Mandarin, you've just upped your percentage to 20-25%. If you learn Spanish, with 406 million native speakers, you've just racked up another 5% of the world with whom you can have a conversation.

According to American linguist, philosopher and cognitive scientist Noam Chomsky, the ability to learn languages is instinctive. It is an innate biological function of humans. So, with time and effort you could lay claim to having a superpower that enables you to communicate with a huge proportion of the world's human population!

Did you Know ...

50% of educational time in Luxembourg is devoted to learning English, German, and French.

There is a language in Botswana that consists of mainly 5 types of clicks.

There are 24 working languages of the EU.

There are 6 official UN languages.

South Africa has 11 official languages – the most for a single country.

The US has no official language.

Congratulations

to Felix Poree (Yr9 M) who won the MFL Logo Design competition organised by Mr Waters. The Department felt that Felix's design captured the spirit of the department.



LANGTON DEBATING SOCIETY



Oxford Schools' Success

Commonly known as Oxford Schools', the Oxford Union Society's annual schools' competition is the largest British Parliamentary school-level debating competition in the world. They invite over a thousand students to participate every year and last year had over 350 schools competing. The competition offers students an excellent chance to develop their skills and confidence in public speaking, their thoughtful argumentation and analytical problem solving, and is open to students of all ages.

The best teams in the competition compete in Finals Day, held at the historic Oxford Union. The Union is the world's most prestigious debating society, with an unparalleled reputation for bringing international guests and speakers to Oxford. It has been established for 192 years, aiming to promote debate and discussion, not just in Oxford University, but across the globe.

After years of disappointment Year 13 students Michael Ratcliff and Dan Appiah have broken into the National Finals of the Oxford Schools Debating Competition. Dan reports below.

The Oxford school regional round was our last hope. After almost five years of trying, this was my and fellow debater Michael Ratcliff's last chance to break in to the final. Just the week before we had failed to make gains in the Cambridge Schools competition, and only a year ago former Head girl Victoria Baines and I had suffered humiliation at the hands of the best practiced debating teams from South East England. It wouldn't be any easier this time around.

The first debate on whether the NHS should treat injuries from extreme sports was quite agreeable. We were confident that our mixture of ruthless logic and light hearted rhetoric secured us an auspicious start, although we were not told the results after each debate, merely who was getting through to the final at the end of the evening. We returned for the final motion with an air of cautious confidence, but of course, as is tradition, we pretended not to care about the result and derided those who took it too seriously. "Probably won't get through", we said, "we never win." Of course, we secretly yearned to win.

The final debate was on aid for foreign countries who abuse women's rights, and it went off without a hitch. Our debating society is well prepared for discussions on women's and LGBT rights as it is very much the social issue of our time, and is therefore a common cause for debate at our weekly sessions. The discourse didn't disappoint, but we weren't sure it would be enough to get us through.

Having gathered our belongings and filling our boots up to the brim with the remaining delicacies from the buffet trays, we were ready to make our discreet exit out the back door. As the results were announced, our hearts sank a little lower with every rival team we saw get through.

After only the last team was to be announced, we got up to leave with vol-au-vents in hand, and heavy hearts. However, we were pleasantly surprised to hear Langton "A" announced as the last team to get through. In shock, Michael and I gave hearty handshakes all round, with haughty grins plastered across our faces as we gave our sincere commiserations to our competitors. We managed to squeeze out a sportsmanlike "very well done, good debating" through gritted teeth without bursting in to celebratory dance in front of our opponents.

We have, for the first time in our school's history, got through to the

national final of the Oxford Schools debating competition. In March we shall do battle once more in Oxford, against schools from across the country. It is going to be our toughest challenge yet. We probably won't win, we never do...

Thank you to Ms. Harvey for helping with debating society and at the competition, but we are especially grateful to Mr Moore for continuing to run our society and getting us to where we are now.

The Debating Society meets every Thursday from 4 until 5.20 and is open to all from years 9 to 13.

Lower School Debators

This year the school's first Year 7 and 8 Debating Society was formed. Year 7 Josh Matheson reports.

We debate in a fast-paced and demanding style of debate called 'British Parliamentary Style Debating' which is the style of choice for many of the UK's top universities.

In the short time we have been debating, we have taken on a number of interesting and controversial topics ranging from 'This House would reinstate the death penalty' to 'This House believes children should be told the truth about Santa Claus'.

Most of our motions have been short-prep motions, meaning we only get 15 minutes to prepare for the debate, however we have done some long-prep debates, in which we get about a week to research the motion beforehand.

At the Year 7 and 8 Debating Society we have also sent three members, to the International Competition for Young Debaters in which they debated against some of the most well practiced and skilled debaters in the country between Years 7 and 10.

We meet in M5 every Tuesday, period 4, and welcome anybody from Year 7 and 8 who wants to come along.



Once again the Parents' Association has been involved in a variety of events.

Just prior to the general election we provided refreshments for the student-run Politics Society 'Question-Time' event.

We spoke to many prospective new parents at the Yr 6 fun afternoon supporting the Sports Department and running our own sweets/drinks stand.

A week or two prior to this was the big 'uniform event'. This is the afternoon at which the majority of

new Year 7 pupils are kitted out ready for September. This year we also provided refreshments for this which proved very popular. A big thankyou to all those who regularly help out with the Uniform Shop and to those who appear out of the woodwork when we ask for help with events such as this. A lot of new parents find the welcome and advice from existing parents a very important part of the transition to a new school.

As has become a tradition, we also have provided a bar for 'Langton Live' featuring a multitude of home-grown musical talent. This

was staged for the first time at the School's very own new outdoor theatre to which the PA were major contributors.

We have also made a significant grant to the Climbing Club, run by Mr Rushworth, for new equipment. This extra-curricular activity is very widely attended and lots of students have already had the opportunity to make good use of our contribution.

The Parents' Association is always looking for people who are interested in becoming a little bit more involved with our activities or who would be willing to help out at events. We are a sociable bunch so you would be made very welcome!

If you would like to be added to our 'more specific' mailing list or have any queries, please email langtonparents@thelangton.kent.sch.uk

Club Has Students Climbing the Wall

The Langton has had a climbing club of sorts since 2008 when the school opened its state-of-the-art climbing wall. Outdoor specialist, Australian Exchange PE teacher Mr Simon Shaw, started the club and it has gone from strength to strength since then.

In 2012 the PE department used some of their departmental funding to upgrade the wall and other funds were donated by the Langton Parents' Association. The Climbing Club invited top professional route-setters from London to reset the routes on the wall, using a recognised objective system of grading taken from French sport climbing and in line with the climbing grade system used at all UK commercial walls. This work allowed the Langton to become a NICAS (National Indoor Climbing Award Scheme) centre, licenced to run courses leading the level 1 & 2 qualifica-

tions under the scheme. Over 50 students have now completed the NICAS scheme at the after-school climbing club that runs on Wednesday evenings in terms 1-5.

The Climbing Club is now run by a qualified climbing instructor, holding the Mountain Leader England CWA (Climbing Wall Award), SPA (Single Pitch Award) and CWLA (Climbing Wall Leading Award). In the last three years the club has organised more than a dozen trips to the big London indoor walls, the Castle Climbing Centre and White Spider and many students have progressed from NICAS to learn to lead climb.

Since the summer of 2014 we have also become an outdoor rock climbing club, with several trips to nearby Harrison's Rocks for climbing on southern sandstone, as well as camping trips to locations further afield such as Portland and the Peak

District for climbing on limestone sea-cliffs and gritstone outcrops.

The club provides an exceptional range of opportunities for its junior members, unequalled by any other school in the region. In the year 2015-16 we hope to broaden our activities further by offering mountaineering and scrambling trips to the mountains of the UK in the autumn and winter months and by taking part in one or more of the country's most well known hill-walking challenges.

The club is open to all students, staff and alumni of Simon Langton Boys as well as students aged 11-18 from schools in the local area. Students interested in the opportunities on offer should join this Facebook group as the best way to keep abreast of news and events





THE INSTITUTE for RESEARCH in Schools

Many of you will have heard of the recent appointment of the Director of the Langton Star Centre, Becky Parker, to the post of Visiting Professor of Physics.

Professor Parker's new post is an unusual one; whilst the professorship is with Queen Mary University London, she will remain working full time at the Langton, working as Director of the newly established Institute for Research in Schools. Professor Parker will continue to co-ordinate the physics research projects in the school.

Professor Parker's appointment and the establishment of the Institute for Research in Schools have been due to the phenomenal international reputation the Langton has gained because of the range and quality of the science research projects our students are involved in. The new Institute for Research in Schools is

a charitable foundation with the aim of promoting the science research philosophy of the Langton across the UK, thus encouraging other schools to develop projects such as those we have developed at the Langton. Many students move on from the Langton to follow university courses and careers in research science and engineering and through the Institute we hope to nurture similar scientific aspirations in students across the country.

The establishment of the Institute for Research in Schools will bring great benefits to the Langton. The opportunities for students to engage in authentic research activities in the sciences and engineering will be extended and being able to work far beyond the demands of traditional examinations will continue to benefit our students hoping to gain places at better universities and in their chosen careers.

Five Go Up To Cambridge

by Joseph Morris

On Friday 13th March I went with Barney Court, Sima Jovanovich, Fergus Carver and Henry Baxter to Cambridge to take part in a music taster day and experience what it would be like to study there. We left at 6:50am which was much too early for my liking...

The day started with a lecture on opera given by Dr Benjamin Walton. He talked about its history and its relevance in today's society.

We ate lunch in the enormous, oak-panelled dining hall in Selwyn college. I had a venison burger, something which doesn't normally feature on the school menu. For dessert, I had a chocolate sponge with chocolate sauce.

After lunch, there was a meeting on the music awards. Successful applicants are expected to play an active role in college music-making and in return are given a small financial award each year. In most

colleges, award-holders also receive a subsidy towards music lessons.

We were given a tour of Selwyn college and saw the accommodation. Every music student has a room to themselves with a piano in and are all on the same corridor on the ground floor because of the pianos.

My afternoon session was a choral conducting workshop. We had to conduct a small choir singing 'God Save the Queen', 'Amazing Grace' and 'Yellow Submarine'

Instead of doing the conducting workshop, Henry did a composing workshop instead. He had to compose a piece of music using only four notes which was really difficult.

We got back at 5:00pm to Canterbury, much earlier than we expected. I am really glad I was able to take part in the taster day as I thoroughly enjoyed myself.



Trustees of the Institute include the Vice-Chancellor of Cambridge University, Sir Leszek Borysiewicz and Dame Julia Goodfellow, the Vice Chancellor of the University of Kent. With such influential figures involved in the Institute we will be able to ensure that the Langton's research programme continues to offer our students opportunities to be involved in world class research and that the Langton's example is used to develop equally successful programmes for students across the UK.



CONGRATULATIONS to the following students who have all received offers to study either Oxford or Cambridge Universities next year: Robert Appleby, Henry Baxter, Mary Coleman, Sam Gooch, Kate Hawkins, Emily McMillan, James Mowbray, Apollon Alexopoulos, Michael Booth, Katie Dent, Alex Ivory, Robert Pieters, Mano Sathyamurthy, Hannah Sherington and Saskia Bibb

Kent Innovation and Enterprise Design Competition

by DT Teacher, Mr Hone



Fired up by the incentive of potentially winning £3000, Year 9 students got thinking about possible ways in which people's lives could be improved.

This was the very open brief set by the Rotary Club and Kent Innovation and Enterprise Design consortium. A number of students had their designs shortlisted and were invited to attend an awards event at Kent University along with other schools from the area. The range of designs included a water recovery system, a kettle cup, a clear hole punch, and smart parking system.

The boys presented remarkably well and fended off some tricky technical questions resulting in Tom Jeffries, Joe McNally, Jack Watts and Sam Pritchard gaining a runners-up prize of £100 for their gadget to help train children to brush their teeth at the correct angle.

The students were commended by the judging panel for their enthusiasm and innovative work and left a very good impression. Well done everyone!

ILLYRIA IN AN ENGLISH GARDEN

a review by Sarah Lawrence

TWELFTH NIGHT is one of Shakespeare's best known and most frequently performed comedies, challenging any company to present it in a fresh light. Simon Langton Boys' School production did not disappoint. Audience members beamed with surprise as they settled on marquee chairs around a verdant carpet of astroturf. An elegant host (Grace Greenstreet) and charming host, (Joe Morris) welcomed us with live music and song while a nostalgic cricket match, complete with spectators, took place on the green sward.

By the time Duke Orsino, reclining in the grass, ordered his musicians to " play on", we were thoroughly absorbed in the sunlit world of the play. Noah Weatherby played the love-sick aristocrat with authority and was ably supported by a team of well disciplined servants. This modern dress production cleverly caught both Shakespeare's social hierarchy and the life style of present day super-rich. (More well trained servants in Olivia's household)

This production went far deeper than the superficial trappings of status. Beneath the designer shades of Vogue-scanning Countess Olivia was a sensitive young woman capable of self analysis as she falls in love with her suitor's messenger - an engaging and beautifully voiced performance by Steffi Felton. The curious love triangle of Orsino, Cesario (Viola in disguise) and Olivia was explored with subtlety and maturity - one of the most telling moments was the tentative embrace between Orsino and his manservant - perfect dramatic irony - we know Cesario is a woman in love with her master, almost letting her mask slip. Charlie O'Connor's Viola was both moving and funny. She did justice to Shakespeare's verse in her moments of feeling and made the most of her opportunities to share with the audience the difficulties of being a convincing young man.

The whole cast is to be congratulated on the well choreographed physical work which lay at the heart of much of the humour.

There were some hilarious moments that were highly original but true to the text. Sir Toby Belch (Wilf Kenning) forcing Sir Andrew Aguecheek (Frank Roche) to cut capers over a maliciously wielded cricket bat was great slapstick but also showed the greedy knight's cruel intentions. Malvolio (Cary Ryan) evolved from a stiff bureaucrat into a masterpiece of physical invention in the gulling scene but moved us with his genuine pain and humiliation at the end.

This level of understanding extended throughout the cast. Feste's (Dominic Hooper) knowing wit was cunningly shaded, helped by his group of apprentice clowns - a ready sounding board. Esther Thomas created a well judged Maria, appearing to know her place, aware of her own intelligence and finally, by marrying the rogue Toby, stepping out of her servant class - an enlightened performance. Fergus Carver as Viola's twin, Sebastian, proved a credible double as well as an 3D individual whose story demanded attention. His mentor, Antonio, was given substance and sincerity by Alex Lawrence. Clear and confident diction was a hallmark of the production, as demonstrated by Milan Garcia's Fabian. Josiah Bouverie's laconic priest was an amusing cameo, typical of the detail the whole ensemble had attended to.

Music was, as it should be in this play, very much in evidence. The singers and musicians created ever changing moods and were an integral part of the action. Fred Baxter's pure tones were a poignant reminder of Shakespeare's boy actors.

Stage Manager Tim Humphries designed the lighting. Fergus Carver designed the sound, operated by Harry Humphries. They coped well with a shipwreck, a summer down-pour and a moving car! The technical team valued the leadership of Carys Williams of the Gulbenkian Theatre. The play was directed by Alice Taylor.

LANGTON STUDENTS CEMENT CHAMPION STATUS WITH PRESTIGIOUS CITY PRIZE



A group of Langton Economics students started their school year in style by celebrating their win as national champions of ICAEW's business and accounting competition, BASE. They went up to City of London to receive £500 each and interview ICAEW's Chief Executive, Michael Izza, in a day aiming to improve employability skills and bolster their CV.

Gabi Kehily, Mona Moyo, Kate Hawkins, Alex Milsom, Nick Elorreaga and Hannah Averbeck beat 45 other teams in the BASE final, in a year that celebrates the competition reaching more than 10,000 students in its history.

Up to 300 students, aged 16 – 19, took on the role of ICAEW Chartered Accountants for the day. They were presented with a variety of business issues for which they needed to provide innovative recommendations.

Throughout the day each team was observed on how well they worked as a team, how effectively they communicated and how they managed their time under tight deadlines. Each team was supported by a professional mentor who helped with any concepts they might not have come across before.

Once each team had worked through the business challenge they

presented their recommendations to a panel of highly respected judges including directors from Sky, BBC, Walt Disney, ITV and accounting firms EY and PwC.

The final concluded a series of 46 regional competitions involving up to 500 teams from schools and FE colleges around the UK.

ICAEW President, Andrew Ratcliffe, said at the final:

"Businesses are crying out for the right skills and this competition helps young people build them. It is essential that future generations build their soft skills to complement

their academic achievements, and are informed about career choices."

"I congratulate the winners, and every finalist who took part. They impressed big business names with their bright ideas, ethical considerations and team-working skills. It doesn't end with the BASE final – they will have made contacts and learnt skills that will serve them well into their future".

Head of Economics Mr Wells said "I am absolutely delighted that the Langton team had their hard work recognised. They were superb and I could not be more proud of them".

DID YOU KNOW ...

Tim Peake, Britain's first European Space Agency astronaut will be conducting experiments, designed by Langton Students, during his time on the International Space Station.



TALKING HEADS

The four Langton Head Students –Alex Milsom, Beth Cork, Jack Reed and Mary Coleman spent time with our visitors from Dr Obote College who kindly agreed to an interview for Langton News.

The Headteacher Mr Fred Kiwanuka and the College's Head of English Mr John Olila greeted the students warmly with a handshake, before they all sat down to start the interview.

Alex: Welcome to our school! How did you find the journey?

Fred: It is my first journey outside of Africa, and everything here is so different. Our journey was comfortable though, and we had a very pleasant plane journey for 8 hours.

Jack: How do you think our two schools compare?

Fred: This school is much, much bigger. I really like the design of the classroom and these classes are very, very bright!

Beth: What about the students, how differently do our students behave?

John: The students here are much better behaved! And they seem very, very kind to each other even in different years.

Mary: What about the sports that the students do?

Fred: Ah, football is very popular in Uganda. Our students support many teams over here [in the UK]! What teams do you support?

Alex: If I had to choose a team, I would say Man United but I know very little of the teams!
Mary: Are there many sports that girls take at your school?



John: Sadly, there aren't many. I must say, I am very impressed with how many girls sports there are here! I hope to be able to introduce this somehow back home.

Beth: How does the school day compare between the Langton and Doctor Obote?

Fred: Well you have much shorter days, I find. Our days finish very late, and start very early! You have a very nice day compared to our students.

Alex: What do most students aim to be when they're studying at Doctor Obote?

John: Many students aim to become teachers, to inspire the future generations. We also have many students who want to become scientists too, but we don't have any students who take art or design subjects.

Fred: Our students are hard-working and we hope they will succeed in what they want to. It is going to be compulsory for students to take sciences soon, so we hope that will help them to achieve highly in sciences too!

John: I know many of your students will become great leaders, I can see their leadership skills and great personality too. I also see that your students get distracted more easily through their phones – at Doctor Obote, phones are banned so this isn't a problem!

Alex: Finally, how would you improve the Langton?

John: Ah! I can't say that to you now! But your school is a wonderful place to visit, and thank you for welcoming us so warmly.

Fred: It was a pleasure meeting you all!

Algae Magic

Report by Maria Loftus, Robyn Poulter, Ellie Purvis, Patrick Jiggins, Jacob Turner-Dore, James Lancaster, Aba Thomas-Sam and Eliza Cox

To most people, algae is the green slime that grows on the inside of a fish tank but to the scientists at AlgaeCytes it is a rich source of organic compounds. One of these compounds is the omega-3 fatty acid, EPA. The health benefits of a daily dose of EPA, including the improvement in the brain function of children, have been well documented. However, the most common method of obtaining EPA is to extract the oil from fish in order to manufacture omega-3 capsules or to add the oil to processed foods such as fish fingers.

Using fish as the source of EPA has two drawbacks: firstly, it is not consistent with a vegetarian diet and secondly, many people complain of a fishy after taste from consuming the capsules. So what are the alternatives to this? In fact, the solution is simple! Since fish obtain EPA from eating algae, why not cut out the middle fish and extract the EPA directly from the algae! This is what the scientists at AlgaeCytes are currently investigating.

Our research project began with a talk from two of the scientists from AlgaeCytes, Dr David Russo and Dr Oliver Brown. They told us about the company and the techniques that we were going to use in order to produce our own EPA. We set up the photobioreactor at school with a sample of algae. The photobioreactor caused much excitement in Dr Phythian's lab with many students enquiring about the unusual piece of apparatus that was bubbling away in the corner. Every day we took it in turns to take samples of the algae and to count the cells in order to monitor the algal growth. Patrick Jiggins said "In this project I learnt how to carry out cell counting using a microscope and haemocytometer. This was a new skill for me and something that took me a while to master."

A couple of weeks later, we

harvested the algae ready for chemical analysis at AlgaeCytes.

Subsequently, we spent an afternoon at Discovery Park in Sandwich visiting the labs of AlgaeCytes. We were shown round the biology and chemistry labs and given a good understanding of the work that is carried out and the practical skills that the scientist have. We were shown how to carry out a chemical extraction of the algae sample that we had grown and then prepare it for chemical analysis using a technique called gas chromatography-mass spectrometry (GC-MS). The results came back a few days later and showed that we had been successful! We had produced our own sample of SLBS omega-3 fatty acids!

Jacob Turner-Dore said "I enjoyed the experience of visiting AlgaeCytes and seeing how research scientists from different disciplines work together. This was particularly valuable for me as I want to study medicinal chemistry at university."

Obviously this is just the beginning of the project and the process needs to be further refined in order to produce larger quantities of EPA with greater purity.

FOOTBALL NEWS

White Cup Semi-Final

Report by Will Hadler and Luke Griffiths

It was an early Saturday morning start for the Simon Langton 1st XI as they took on a well organised Chatham & Clarendon outfit in the semi-final of the Kent cup. The Langton's opposition had never reached this stage in the competition before, but the boys knew it was going to be a tough test of skill and character. This year's Langton 1st XI is vastly different from last year's side that were defeated in the semi-final, with the new look team containing many of the victorious under 16 team that famously won 6-0 in last year's final.

The game began with Langton playing against the fearsome wind as well as the eleven opposing

players. Chatham controlled the early stages of the game but created very few clear cut chances. However, as the Langton side began to impose themselves a little more in the game, they were struck back as Chatham took the lead through a well-taken shot from the edge of the 18 yards. Towards the end of the half, Langton had two clear penalty shouts, both of which were waved away by the referee.

Beginning the second half, Langton really began to take hold, with the midfield dominating possession and the defence looking solid. Midway through the half, superb trickery on the left hand side allowed Ali Bevan to cut inside the penalty area where he was clumsily bought down by a Chatham defender and the penalty was finally given. Luke Griffiths stepped up to take the all-important kick, and dispatched it with confidence into the roof of the net. The score remained 1-1 until the end of normal time, with both sides spurning good chances to have snatched the game in the late stages as well as some goalkeeping heroics from Alan Delow keeping the score level.

Extra time was a nervy affair and very few chances were created by either side. The added time was played out at a stalemate meaning both sides had to anticipate the drama of a penalty shootout. Langton took the first kick with Griffiths again converting from the spot. Further calm and composed finishes from Will Hadler and Dom Hooper as well as two stunning saves from Delow meant Langton lead the shootout. Oscar Lindsey stepped up for the decisive penalty and smashed it home to the delight of the Langton team and the small collection of supporters!

The Langton first team can now look forward to a second Kent cup final in two years for many of them. The team eagerly anticipate the date of the final, likely to be at the Gallagher stadium in Maidstone and we would greatly appreciate any support!



HOCKEY HEROES

report by M rTyler Deas



On Wednesday 3rd Feb Simon Langton hockey 1st XI took to the field to face Tonbridge School in the last 32 of the England Hockey Boys U18 Schools Cup at Polo Farm. The boys had been building up to it for a few weeks and the excitement was clear for all to see, and increased as the crowd began to file off the minibus from school.

Unfortunately the nerves appeared to get the better of the boys who struggled to get into their normal rhythm on and off the ball. This led to a period of sustained pressure and eventually to a well taken goal, a lifted ball towards goal deflected by a Tonbridge forward just past the keeper.

Langton tried to get back into the game but were kept at bay by a well organised Tonbridge press. A few more chances went begging for Tonbridge and Langton were lucky to go into half time trailing 1-0. A stern talking to from their coach let them know exactly what his expectations were. A calming effect was also needed as the boys still seemed nervous and impatient.

A bright start to the second half saw Langton begin to make use of their possession and start to attack the Tonbridge circle. However there were still chances leaked at the back but it was to no avail as Matt Goldbacher was making some exceptional close range saves as well as one extravagant dive high to his right to deny another Tonbridge attempt. This defence brought the crowd alive and everyone started to believe it might be our day.

Slowly Langton started to build some meaningful possession in our own half to try and reclaim control of the game. This began to turn into possession in the oppositions half and eventually to a mistake by the Tonbridge keeper, who kicked the ball straight onto the foot of his own defender. Short corner routines have been a strength of Langton hockey recently and up stepped James Meakin to slot the ball home past the Tonbridge keeper from the top of the D. This really lifted the cold spectators into voice.

Belief started to run through the Langton side who now had a foothold in the game and began to believe the victory could be theirs. An attack down the left wing led to a bad tackle from the Tonbridge defender...SHORT CORNER. Once again up stepped James Meakin. This time his flick was down the middle at the keeper, however somehow it crept through and into the net. 2-1 up and the boys are starting to play some excellent possession hockey. It was a nervous last 10 mins of hockey and after playing 2 mins with 10 men but Langton were able to absorb the pressure Tonbridge threw at them.

An excellent 2-1 win and the hockey team have equaled the feat of the rugby team by reaching the last 16 of the national cup where they will face either Caterham School,

Charterhouse School or Skinners School later this term. The following day the same boys dragged themselves up to Polo farm to compete in the Frank Mason Tournament. After a shaky start against Sir Roger Manwoods, Langton topped their group beating Manwoods, Eltham College and Skinners. After a long lunch break and lots of food taken on board the boys headed up to St Edmund's College to face Kent College and were again victorious with some more well executed short corners. A semi final against Sutton Valence was a tight affair with once again Langton's short corners proving effective to win 4-1.

The final was a high paced game against Kings Canterbury but goals from captain Apollon Alexopoulos and Max Liebenschutz-Jones saw the boys take a 2-0 lead. A short corner converted by Kings made it a nervy last few minutes but once again the Langton defence stood strong and kept them at bay.

It was a wonderful day with lots of hockey on show and credit must go to Nick Clark and all the staff at Kent College for yet again organising such a wonderful tournament, and the boys look forward to competing and aiming to retain the trophy next year.

STOP PRESS! *The 1st XI have now played their last 16 match against Caterham School and emerged 3-1 victors. Goals from Seth Coode, Sean Gilmore and George Wilson were the highlights of an impressive display against a very good Caterham side. Langton now go into an open draw to find out their quarter final opposition, with the boys just one game away from Finals day at the Lee Valley Hockey and Tennis centre at the Queen Elizabeth Olympic Park.*

LITTLE STILL SMILING

Langton rugby coach, Nicky Little, was still smiling despite his team's heavy defeat on January 27th in the last 16 of the National Schools' Nat West Cup. In front of a crowd of over 200 the school held firm for the first twenty minutes, but relentless pressure from the London side eventually prevailed.

Heavily favoured Hampton School from London powered to a 46-0 victory at Gilham's Field, but Little remained proud of his team and optimistic for the future.

"We like to throw the ball around a bit and run with it", said Little, "and it's fair to say the awful wind and rain today didn't favour us. But we'll come back and I'm just so proud of the team's performance this year and how much progress we have made".

The school's run, which led to them being the only team left representing Kent, and the state sector, saw them defeat Dover Grammar and Maidstone Grammar, before vanquishing the highly thought of Judd School and John Fisher School from London.

Coach Little said, "Last season John Fisher easily overturned us, but this year we showed them how far we have developed and gave them some of their own medicine. The trick is now how to make up ground on schools like The Hampton."

In recent seasons The Langton have beaten King's, Canterbury, Cranbrook and Sevenoaks School, all teams with a proud rugby tradition and the Langton now see themselves as one of the leading sides in the County. "If we can just up our performance two or three per cent in key areas of the game, I think we can go all the way next year and certainly rattle some of the leading private schools with their legions of forwards, backs and playing coaches." said Director of Sport, Darren Watson.

The Langton Rugby Academy is holding trials for Year 10 entry to the school and rugby Academy on Saturday March 19th. Contact Darren Watson at the school for details. djwatson@thelangton.kent.



FAREWELL TO MR GREEN



While December 16th was the day of Christmas lunch, it also saw the final 2nd XI match of the season, and with it, Mr Green's last match as manager.

The season has been less than successful for the team this year, nevertheless, everybody was determined to ensure they went out with a win, or at least a good performance. As kick off approached, the fans soon started swarming in. Some loyal season ticket holders found their usual spots, while other new fans, perhaps swayed by the match being played on the 3G, stood by as the team took to the pitch.

Langton lost the toss, but that didn't matter, especially when Morgan Allan sent the ball into the top corner from a free kick early on. Langton failed to really build from this; much of the rest of the first half was spent defending, something they did resolutely and prevented too many shots on their goal. The crowd got fully behind their team, cheering every pass, shot and tackle. Half time arrived with Langton winning 1-0 and it seemed all would go to plan for Mr Green's final match.

The second half didn't follow this plan however; Langton conceded early on and it was always difficult for them to get back into the game.

They soon went 2-1 down and then 3; the floodgates were opening and Langton were struggling to stop the water.

Langton pulled one back and the stage was set for a comeback in the last 5 minutes. Langton sent Allan and Reed forward from defence to try and nick a goal, but this goal proved elusive and, as the final whistle went, dejected bodies fell to the floor and the team appeared completely overwhelmed by this defeat.

Nevertheless, this was more than just a normal match; it was the send off to Mr Green, a teacher at the school for 25 years and manager of the 2nd XI for a great part of that period. It wasn't the ideal way to leave and it wasn't the best season he has ever had, but one thing that was reflected in that final match was teamwork, passion and determination, something Mr Green has embodied throughout his time at Langton and something he has been able to transmit through to his students and players. He is and will remain as one of Langton's most faithful and committed servants and I know that is a feeling felt by everyone who has been taught or managed by him.

We wish Mr Green the best and thank him for everything he has done for the school.

LANGTON UNDER 12S UNBEATEN!

by Nathan Fox

The under 12's had a perfect debut season as they won two cups and went unbeaten. Winning the district cup was good but the feeling after an exciting Kent cup final was better!

Langton vs QES @the Langton

The team began their Kent cup campaign with a win over QES. QES struggled against some tight bowling by Ned Stattersfield (4-1) and Liam Durrant (2-2) and finished on 18 all out in the 19th over with a highest score of 2. This was never going to trouble the Langton batsmen as Charlie Walker (16*) and Nathan Fox (0*) won the game in 2 overs. It was a comfortable win but nevertheless it moved the team on to round 2.

Langton vs Dane court @the Langton

In this match, the Langton batsmen ran the show. With the match always in the home sides grasps, the team's victory was never in doubt. With some excellent batting from the opening pair, Nathan Fox (92*) and Charlie Walker (88*) the side reached 221-0 off their 20 overs.

When the side went out to bowl, they began and ended well. Liam Durrant (2-0 off 4) and Sam Ford (2-6). With 10 maidens and wickets falling, the visitors could only manage 48-173 short of the target.

Langton vs Rochester Maths @the Langton

The next round proved to be a bit trickier but still the side were always on top. Rochester began well with Nathan Fox out in the second over for 2. Then a partnership began to develop between Charlie Walker (21) and George Gooderham (42). When Walker was out with the score on 47 in the 8th over, the team looked in a small bit of trouble. However, with some good batting from Gooderham and a bit of help from extras, the total finished on 124 of 20.

In the bowling innings, wickets were rare but the runs were

restricted by some accurate bowling. Gooderham finished his one over for 1-2. Needing over 20 off the last over the team began to relax. Rochester finished 19 short on 105 off their 20.

Langton vs Chislehurst and Sidcup @the Langton

By the quarter final stage, the competition had become tougher and the weather hotter. Despite this, Langton were able to progress into the semi-finals. The visitors won the toss and chose to bat but within 5 overs, Chislehurst were in trouble. With a wicket from Nathan Fox (3-6 off 5) off the 3rd ball, they were 0-1 and then another wicket fell-bowled again- and the visitors found themselves on 13-2. The Chislehurst skipper, Seb Naylor (40) was still in though but not many of the middle order could support him so when Naylor was finally caught (after being dropped more than once) they were 62-4 off 16. Langton then looked to get them all out for about 80 and they looked like doing that when Sidcup were on 77-8 off 20. But the tail-enders put up a fight with Morgan (15) the second highest score and finished on 101-8 off the 25 overs.

This score seemed too low to be troubling but with some good bowling, the openers were soon back in the pavilion. At 30-2, the home side were struggling but then-after Ned Stattersfield was bowled by Fitzgerald (2-12) a partnership began to form. George Gooderham (27) and Seb Blench (26*) batted sensibly to get the score up to 95-4 off 18 and then Gooderham was caught. In came Liam Durrant who saw the team home. In the batting innings Langton had a small bit of help from extras. There were 23 of them! But they were through to the semis.

Langton vs Hurstmere @the Langton

After a victorious district cup win, Langton were high in

confidence going into the Kent cup semi-final. After a long game, Langton were comfortable winners and progressed to the final!

After winning the toss, captain Nathan Fox batted first and the opening pair began well but in the 9th over Fox (22) was bowled. The score was 59-1. After that Gooderham (30) and Walker (71) put on a stand of 60 before Gooderham was run out with the score on 119-2 off 18. The run rate was high and 180 was on the cards. Walker was then caught after a great innings and then a few wickets fell as Stattersfield was bowled and Blench was run out. However, with some clever batting from Austin George and Liam Durrant, the total ended on 176-5 off 25.

Hurstmere struggled with bat in hand and Stattersfield (1-11) got a wicket with his 4th ball. With some excellent bowling from Liam Durrant (5-10) Hurstmere were losing wickets fast and they were 51-2 but collapsed to 77 all out as Langton had dominated. The home side were through to the final and were so happy-despite the heat. The fact that the top score was 19 just tells you how on top Langton were all match.

Langton vs New Beacon @Rodmersham CC

On a hot day, the under 12s made their way up the motorway to Rodmersham cricket club. They had reached the final. In high levels of confidence, the captain-Nathan Fox- won the toss and chose to bat and he was immediately rewarded.

After 6 overs, Charlie Walker (22) and Nathan Fox (19) had reached 37-0. Then disaster struck as Walker was brilliantly caught, Ned Stattersfield and George Gooderham were both bowled and the scoring rate had dropped. At drinks, the score had slumped to 49-3 off 10. Then Seb Blench (8) and Fox started to rebuild the innings before the other opener fell. Then the rain came down

A Year in the Life of a Mathlete

by Mr C Eagle

and the batsmen had to wait for the sun to emerge. When it did, the side struggled again. The 17th over was deadly as Harry Bevan Thomas (5-16) took 3 wickets and threatened to bowl us all out as we were 68-7! Joel Whitcher then fell and the worst seemed inevitable. However, Sam Ford (14) and Ed Glover (14) provided some resistance before Ford was caught with the score on 105-9. Ali Scott-Kilvert (10*) supported Glover before the latter was run out in the 26th over. Langton had managed a satisfactory total of 121.

After a wonderful tea, Langton went out to field and began brilliantly. A wicket in the first over raised the spirits and after 4 overs the batting side were 18-2. Unfortunately, a partnership began to develop between F Knox (12) and Harry Bevan Thomas (50). Liam Durrant (2-19) then took the wicket of Knox—a great catch by Ali Scott Kilvert at square leg. In came Ethan Roche (13) who supported Bevan Thomas after drinks. When he was eventually out to Walker (3-17 off 5) the batters were cruising on 83-4 off 17. Bevan Thomas then reached fifty and then was bowled next ball by Walker (who bowled brilliantly) and then the wickets came. From 83-3, New Beacon were soon 87-7 with Walker taking 2 and Stattersfield 1. Nathan Fox (1-14 off 6) restricted the runs to make the runs needed high and the wickets low. George Gooderham (2-27) then got a couple of wickets to bring the total to 106-9 and Langton—at last—looked on top. Back came Durrant who took the final wicket, caught by Sam Ford, and the team erupted in excitement.

After an exciting match Langton had won. In this game it wasn't so much the performance of the side that won the game but more the spirit and encouragement of the side as they really worked hard for the victory. To cap off an excellent debut season, the under 12s lifted the cup and let the celebrations begin!

We're now over halfway through the school year, and last year may seem a distant memory. But with this first Langton News of the year, it's time to reflect on both what we've achieved in the past and what we can hope for in the future.

Last year was a busy year for problem-solving in the maths department, with a total of 466 students taking part in 15 different competitions, both individual and team-based. It was also a very successful one. In the individual events organised nationally by the UK Maths Trust, Langton students outperformed the UK norm at every level.

Special praise goes to the very best: at the senior level, Sam Kittle came top in the school and went on to ace the follow-on competitions and qualify for the national team. In the intermediate event, Bruno Lindan came top, as well as securing a Merit in the follow-on Hamilton Olympiad. In the junior challenge, Luke Rennells did best, and went on to win a bronze medal in the Junior Olympiad, putting him in the top 210 mathematicians of his age in the country.

We also had our successes in team events. Lindan, Shenoy, Stokes-Carter and Watkins dominated the Year 10 Maths Fest at the Canterbury Academy, while Boas, Davies, Gardner and Rennells won a year 7 and 8 event at St Anselm's. In the national Team Challenge (for years 8 and 9), Bradley, Durrant, Moss and Pattison came 4th in a very strong field of over 50 schools in Tonbridge. In year 11, Gilmore, Hewitt, Jovanovic and Senaratne took part in the Invicta Challenge in Maidstone, winning their heat and placing second in the final. In the Senior Team Challenge (which we host), Gooch, Kittle, Powell and Wild came second to an impressive Ashford School team.

The cycle of competitions restarts every year, and is now in full swing. In November, 122 sat the Senior Challenge, from year 13 all the way down to Aidan Moss in year 9. Results were again excellent, even improving slightly on last year's. This time the top performances came from the Jameses Bradshaw and Mowbray, who topped the school in the challenge and both qualified for the Olympiad, where James Mowbray also earned a Distinction. I'm sure they both have bright futures ahead of them studying Maths at their chosen universities.

As the Langton News goes to press, we're still awaiting the results of the Intermediate Challenge, in which 296 took part, from years 9 to 11. Years 7 and 8 will get their chance of glory with the Junior Challenge at the end of April. If you want to get ahead of the game with preparation, or just find out what maths challenges are all about, then take a look at the official site at <https://www.ukmt.org.uk/>, try out some practice questions at <http://ukmt.edfinity.com/> or just ask your maths teacher.

The UK Mathematics Trust (UKMT) is a registered charity whose aim is to advance the education of children and young people in mathematics. The UKMT organises national mathematics competitions and other mathematical enrichment activities for 11-18 year old UK school pupils. They were established in 1996 and last academic year over 600,000 pupils from 4,000 schools took part in the three individual challenges, the UK's biggest national maths competitions.

Why not try your hand at one of the Challenges?

The Knave of Hearts tells only the truth on Mondays, Tuesdays, Wednesdays and Thursdays. He tells only lies on all the other days. The Knave of Diamonds tells only the truth on Fridays, Saturdays, Sundays and Mondays. He tells only lies on all the other days. On one day last week they both said 'Yesterday I told lies'. On which day of the week was that?

HELPING THE HUNGRY

report by Dr Rushton

Much has been made about the role of food banks in our local and national communities and in 2013-14 food banks fed 913,138 people nationwide, including 330,205 children.

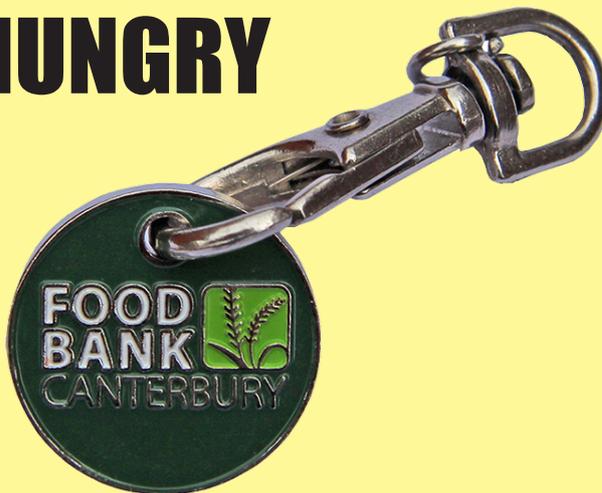
Last year Phillip and Vanessa Farnham, volunteers from Canterbury Food Bank, came to speak to the Langton Geography Society to help students explore the reasons for the growth of these community projects and describe the impacts they have on the lives of people in our communities.

Hunger is not only a problem experienced by those living in developing countries, there are the 'hidden hungry' living here in our affluent district of Canterbury.

An unexpected change in people's circumstances including the break-up of families, illness, a delay in payment of benefits, redundancy and reduced working hours can result in people being unable to feed themselves and their families. During the winter months there are many who have to choose whether to 'heat or eat' and during summer holidays parents can struggle to feed their children as they rely on the free school meal that the children receive in term-time.

According to recent child poverty statistics, there are over 4,000 children living in poverty out of a total population of approximately 135,000 people in the District of Canterbury, that is one in seven children.

Canterbury Food Bank was set up to serve the district of Canterbury which includes Canterbury, Whitstable, Herne Bay and the surrounding villages and provides emergency food parcels that contain non-perishable and nutritional food to feed an individual or a family for three days. All the food is collected in donations of tinned and packaged food from the local community and after being sorted, counted, logged and packed into emergency parcels all the food is distributed to local people in need. This is in contrast to other Food Banks who collect donations from a wide geographical area which are then centralised before being distributed across the



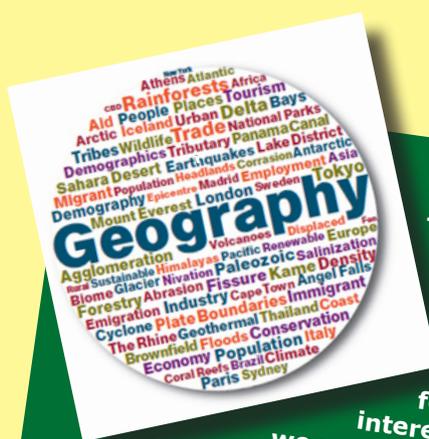
country.

Individuals needing support are identified by a variety of partners including social services, schools and the Citizen's Advice Bureau and given a voucher for a food parcel. These vouchers are then exchanged for a food parcel at regular distribution centres or cafes, where tea, coffee and refreshments are offered along with a warm welcome and an opportunity to access further support and advice.

Phillip and Vanessa outlined some of the challenges people face and the key barrier is that of shame, people feel embarrassed and guilty that they can't feed themselves and especially their children. They fear the stigma associated with accepting charity, worried that people will brand them as profligate with money, lazy or as bad parents.

Once people cross the threshold and ask for help there are more practical problems, non-perishable food is often packed in heavy tins and Phillip and Vanessa showed the students how much food makes up a parcel and how heavy these bags were.

In 2015 Canterbury Food Bank gave out over 3,200 parcels and stocks are running low – items that are in demand include long-life whole milk, tinned ham and corned beef, tinned vegetables and fruit, pasta sauce and tinned rice pudding. Items can be donated by being placed in the distinctive yellow bins which are located in shops across the Canterbury district. More details can be found on www.canterbury-foodbank.org or from Dr Rushton (erushton@thelangton.kent.sch.uk) and the Geography Society Committee (langtongeosoc@gmail.com) would love to hear your ideas about how you would like to get involved in supporting the work of this charity in the coming academic year.



The Langton Geography Society is a well-supported group that regularly meets to hear from a wide range of speakers on a variety of geographical topics. If any parents, relatives or former students would be interested in speaking to the group we would love to hear from you. Areas of interest include but are not limited to Renewable Resources, Management of Ecosystems, Urban environments, Climate Change, Population and studying Geography at university. Please contact the committee at langtongeosoc@gmail.com or Dr Rushton at erushton@thelangton.kent.sch.uk

FEEDING THE WORLD

report by Woody Lello, Henry Cox, Evie Edmed and Harriet Evans

During the last academic year the Geography Society hosted two lectures that considered key questions that face this generation of students – 'How can we feed the nine billion?' and 'Development – is it really working?'

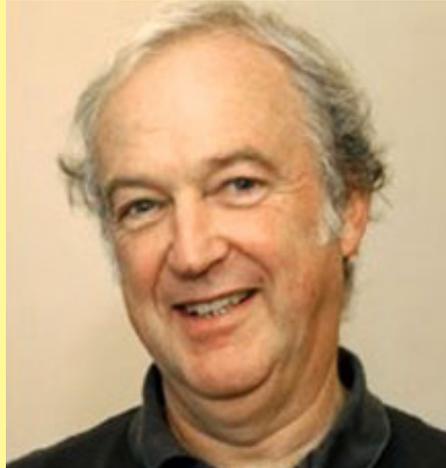
With global population at the time of writing at 7.3 billion and projected to reach 9 billion by 2050 one of the most significant questions facing this generation of students is 'How can we feed the nine billion?' With this in mind the Langton Geography Society invited John Bryant, Professor of Biological Sciences, University of Exeter, to speak on this issue.

This idea of food shortage and food security has both a global and a local perspective as children from Canterbury to Kashmir will go to bed hungry because their parents do not have the resources to feed them. Food security is a multifaceted issue with conflict, disease, climate change, the move to biofuels as well as growing global population are all contributing to an increasing number of people without access to a reliable and affordable food supply.

One issue Professor Bryant explored was the problems associated with Biofuels and the competing places these crops have in the strategy to feed the increasing global population. Is it possible to grow bioenergy crops to enable a move away from fossil fuels without taking away much needed agricultural land?

Taking the UK as an example, there are 6.1 million hectares of arable land (approximately 25% of total land use). The total yield from biofuels if all this land was devoted to oilseed rape for biodiesel would be 5.82 billion litres. This would provide only 6.3% of the 93.1 billion litres of oil the UK use every year. In light of this 'gap' Professor Bryant posed the question, 'are we biofools?'

A possible solution to the projected global food shortage is the use of genetically modified or 'GM' crops. These crops include varieties of maize, soya bean, cotton and oilseed rape that have been modified to be more disease



Professor John Bryant



Joe Spence

and pest resistant, salt and drought tolerant and have increased nutritional quality. However, there has been fierce opposition of GM from environmental organisations such as Greenpeace and Friends of the Earth, with opposition focused in Europe – of the 27 countries that use GM crops Spain is the only European country. This is surprising given that the technology was developed in Belgium in the 1980s.

During talks with Professor Bryant students discussed ways that population growth could be limited and food resources distributed more evenly. Development, and in particular the role of educating women, was identified as a key part of reducing population growth.

The success and failure of International Development was the focus of the second lecture, given by Mr Joe Spence, University of Kent.

During this talk Mr Spence considered the journey International Development has made from paternalistic Western giving to participatory engagement, with growth and development likely to come from both sides of the development gap. One broad participatory methodology that has grown in scope over the last 25 years is 'Participatory Rural Appraisal, where development workers live and work alongside communities to discover first-hand their problems, potential and needs.

Tools include participatory

mapping and modelling, where different groups from the community physically map and model their lives and interactions using the materials around them including sticks, leaves, chalk and seeds. These models include local ecological conditions past and present and reveal the places that different sections of the community find important. This then allows the development project to be situated at the heart of the need rather than crushing different perspectives into a homogenised western interpretation of value, civilisation, progress and ultimately development.

As we move further into the 21st century, these issues concerning global equity of resources in the face of growing climate unpredictability, demand Geographers (who can speak across both the physical, environmental and human realms) to come up with lasting solutions.

WEATHERING THE PAST

Report by Sophie Howe, Daniel Scullion and James McKeivitt

The Langton Geography Research Group has been working to reconstruct the weather history of Kent using documentary sources including newspapers, letters and government records. One focus of our research has been the two hundred anniversary next year of the 'Year without summer', so called because global temperatures during the summer of 1816 were about 1-2°C cooler. This period of cooler temperatures was caused by the eruption of the Indonesian volcano Tambora, which ejected tonnes of dust particles into the upper atmosphere that were carried by air currents across the world. This blanket of dust reduced the amount of sunlight and heat that reached the Earth, suppressing atmospheric temperatures and causing crops to fail.

In order to reconstruct the impact of this event and to explore other extreme weather events that have had an impact on Kent in the past we visited the archives of Canterbury Cathedral to meet with members of the Library and

Archives Department, headed by Cressida Williams. Cressida and her team introduced us to a range of documents that could tell us about weather events in the past including 18th and 19th century Parish Registers. These documents kept a record of all the baptisms, marriages and funerals in a parish and on many occasions, priest also noted down information about the weather. One example was a detailed account of the damage created by a storm in 1703, where the priest included sketches of trees that had been uprooted and noted the damage to the graveyard and church spire.

The nature and setting of the archives focused our minds as to which areas of research we are particularly interested in and these topics range from past flooding events, changes to the Kent coastline and the societal impact of extreme weather events in East Kent. Working with professional archivists and librarians gave us an insight into the possibilities that seemingly less relevant documents could provide. We were taught how

to handle sources and where to look for information that is often uncatalogued and hidden.

After the trip to the archives we were inspired to continue with our research into past climate conditions. Having been able to discuss our ideas, view sources and identify further research opportunities we have come away with many possible research projects and questions that could form the basis of individual EPQ topics. We are looking forward to continuing this academic and research link with the archives team at Canterbury Cathedral.



Cressida Williams (above) leads the staff team at the Cathedral Archives, where the historic records of the Cathedral are preserved and made available for consultation, together with the records of the City, the Diocese and parishes in East Kent, and related manuscript collections. Cressida qualified as an archivist in 1997, and has particular interests in medieval charters and seals, and architectural records.



We Shall Remember Them

Report by Dr Paul Easterbrook

The Ypres (Leper) visits finally went ahead on the 28-29th Jan and the 4th-5th February, having been postponed from November due to the attacks in Paris. As Head of Mackenzie House, I was proud that we were able to visit the grave of our founder, and that Jonathon Warman from 9M volunteered to lay a wreath upon his grave, in commemoration of the life and deeds of a courageous soldier and also in celebration of the role of Mackenzie House in keeping his memory alive. I hope that with the wreath a new tradition has begun, and that I will accompany a Mackenzie class each year to visit him, and to reaffirm what makes Mackenzie a great house.

We were also honoured to be able to visit the inscribed names of Burgess and Hardman on memorials to the fallen at Tyne Cot and Thiepval, thereby keeping upholding our close link with the house founders. A further wreath was also

laid as part of the nightly ceremony of remembrance as the Last Post was played at the Menin Gate.

The visits are a vital part of the development of a sense of historical awareness in the students, and we take pride in upholding our duty to remember the fallen of WW1. As ever, the students were able to compare their own experiences to those of young men from a century ago, and have returned with an understanding of the bravery, fortitude, tragedy, and loss which the Great War caused. We hope they also return wiser, and will be able to use the lessons of history well so that such events may not be repeated.

The other main tradition of the visit was also maintained, as the boys visited a local chocolate shop – and we sincerely hope that even if many soldiers did not make it home from Flanders Fields, that today at least some of the chocolates did.

MOOC Review

by Mr S Peto

Learning How to Learn: Powerful mental tools to help you master tough subjects

Many educationalists and government technocrats are fond of saying how much the internet has changed the way we learn. Well, to a degree I can see where they are coming from, but, on the other hand, we are still sitting in classrooms with students at desks and teachers out at the front, imparting knowledge and understanding. Yes, Wikipedia and Google, the new Apollo and Athena of the technological age, mean that, theoretically at least, all that has been thought is now just a click of a mouse or a finger swipe away. I'm not convinced that we should be getting rid of classrooms just yet, but I am interested in new learning organisations and communities such as MOOC providers coursera.org and FutureLearn.com.

MOOC stands for Massive Open Online Course and is an online educational course aimed at unlimited participation and open

access to all. Generally they are free and are run by not-for-profit companies who are committed to bringing higher education style courses to the web for distribution. The kinds of courses offered range from robotics to Richard III, Dutch to Design Technologies. The idea is that you create a user account (free), sign up for a course (also free), and then when the course begins, you are sent emails with links to the first week of videos and other materials (yes, free!). At the end of the week, you might be asked to complete a short assessment task, like a multiple-choice answer quiz, to check that everything is going in. Some courses also organise peer marking opportunities for short 500 word assignments.

You send your piece to the organisers, and in return for yours being marked, you are sent one to to review and grade.

This might not suit everyone, but the fact that it is free and there is no requirement to finish a course when you start means that it is too good an opportunity to pass up.

If you need to brush up on some aspects of a subject, and there is a MOOC on it, then why not have a look and see what's on offer. It also will give you an insight into how a university course is run and organised, and challenge you perhaps to organise yourself in new ways if you stick to the task of completing learning in your own time.

As a teacher, I was really interested in a particular course called Learning How to Learn: Powerful mental tools to help you master tough subjects, offered by coursera.org, so over Christmas I signed up. I have since learned that this is the most popular MOOC on the web. It's organised by Dr Barbara Oakley and Dr Terrence Sejnowski through the University of San Diego in California. The latter is one of America's foremost researchers in neuroscience (the study of the brain).

The blurb promises much: 'This course gives you easy access to the invaluable learning techniques used by experts in art, music, literature, math[s], science, sports, and many other disciplines.' I have to say I found the experience highly rewarding. The material is organised into 4 weeks, with each week having 5-8 videos of 3-8 minutes in length. There was a multiple choice quiz to complete at the end of each week, which was very easy as long as I had been listening. At the very end of the course, there was a final, longer assessment of about 25 multiple choice questions which again was fairly easy (you are allowed to look over the rest of the course when completing the quiz). I feel like I learned some useful things about how the brain learns new things, and also how to use tried and tested methods that help memory and learning speed.

Granted, MOOCs might not be to your taste, but they might also hold one of the small advantages that, by the end of your time at the Langton, have helped you develop into the kind of student that every university, college or employer wants. This course in particular is very interesting, and I'm already bringing some of the ideas into my classroom.

If you've seen me wittering on about Italian tomatoes, you'll know what I mean...



The Whitefriars Water Clock

Report by Beth McDaniel

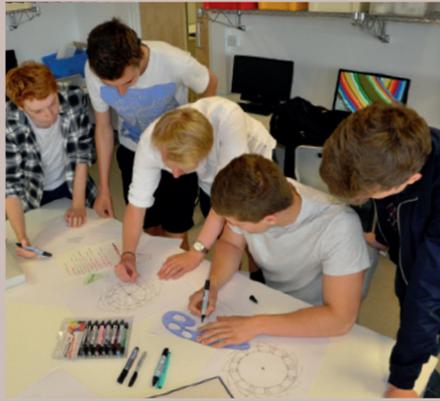
Each year Whitefriars holds a festival, giving a chance for the local community to come together and celebrate with different music, food and market stalls. This year the festival follows a water-based theme and the Whitefriars board wanted a waterclock to be designed by a local school to headline this year's summer festival. Student Tom Gillmore was contacted and asked to project manage a team within the Simon Langton design department.

Comprised of students with different skills and experiences, the team produced exceptional research, drawings and CAD of potential ideas. High quality designs were produced within a couple of weeks of being assigned the task and presented to the Whitefriars board. The Whitefriars board were so impressed with the design they granted additional funding and a longer deadline.

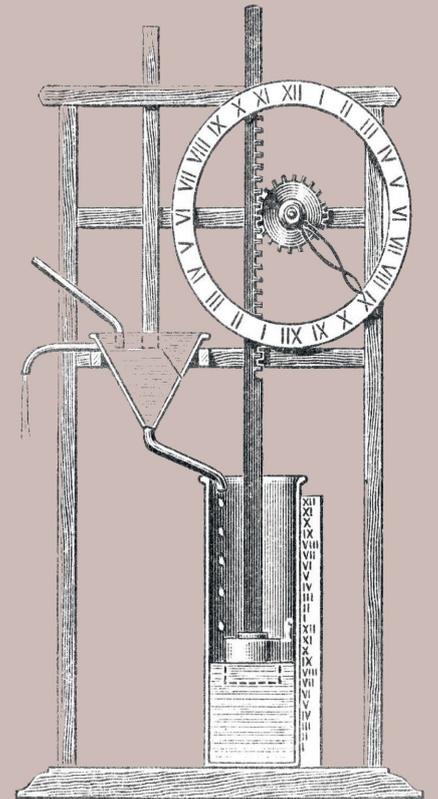
The design itself was based on a Waterwheel where the gradual movement of water flowing over the inlets turned a clock mechanism. However, the team had to overcome some mechanical challenges and settled on a traditional clock mechanism with water features to enhance the clocks aesthetics. Modifications to improve its movement were made by adding a water collection unit at the base of the clock and using a pump to increase the flow of water. During the design process the team considered different themes for the clock ranging from rustic, modern and gothic. Eventually, the design was based on a stainless steel combination of the traditional and contemporary – representing the history of Canterbury and the modern shopping centre of Whitefriars.

The finished clock hangs in the heart of Whitefriars right next to popular restaurant EAT. So, on your next shopping trip, when you've forgotten to wear your watch, be sure to check the Whitefriars Waterclock!

The Clock Team were:
Tom Gillmore, Project Manager
Charlie Hargreaves Christian Leggatt
Alex Manning Beth McDaniel
Oscar Crosbie-Smith Chris Delaney
Subject Leader: Product Design & Engineering Daniel Pledger
Metal Fabrication: Mark Hargreaves, Charlie Hargreaves



Above: The student team perfect their design ideas. Presenting their designs
The clock takes shape.
Below: The finished clock with the Design Team



WATER CLOCKS – A BRIEF HISTORY

Around 325 BC, water clocks began to be used by the Greeks, who called this device the clepsydra (which means 'water thief'). The Greeks used the clepsydra to time speeches in law courts, to prevent lawyers from making speeches that were too long and boring! But water clocks were not perfect time keepers. The pressure of water had to be kept constant to ensure a steady flow rate. To solve this problem, some water clocks were supplied with water from a large container which kept the water at a constant level.

As the length of day and night varied with the seasons, it was necessary for water clocks to be adjusted. A clever engineer came up with the idea of using a disc with 365 holes of different sizes to regulate the flow of water, one for every day of the year. The largest hole corresponded to the winter solstice, as the day would be shortest, while the smallest hole corresponded to the longest day of the year, the summer solstice.

Over time, water clocks became more and more complex... and more and more accurate, until eventually they would be replaced with clocks and watches with mechanical or electrical mechanisms.

The Bumpy Road to Success

The Engineering Education Scheme in England & Scotland (EES) is a programme which links teams of four Year 12 students and their teacher with local companies to work on real, scientific, engineering and technological problems. The scheme provides students with an in-depth experience in science, engineering and technology that will enable them to make an informed decision about their future studies and career.

The Langton teamed up with PaveGen, whose CEO and founder is former Langton student Lawrence Kemball Cook. During their six-month project phase, the students were encouraged to show industrial enterprise, creativity and innovation whilst gaining extensive experience of problem-solving, team-working and project management.

Their project, RoadGen, was a way to harvest energy from cars driving over a speed bump and it so impressed the judges that they were awarded first prize – the prestigious Frank Manning trophy for best design/project in the South East. In addition they were awarded the British Association (BA) CREST Gold Award.

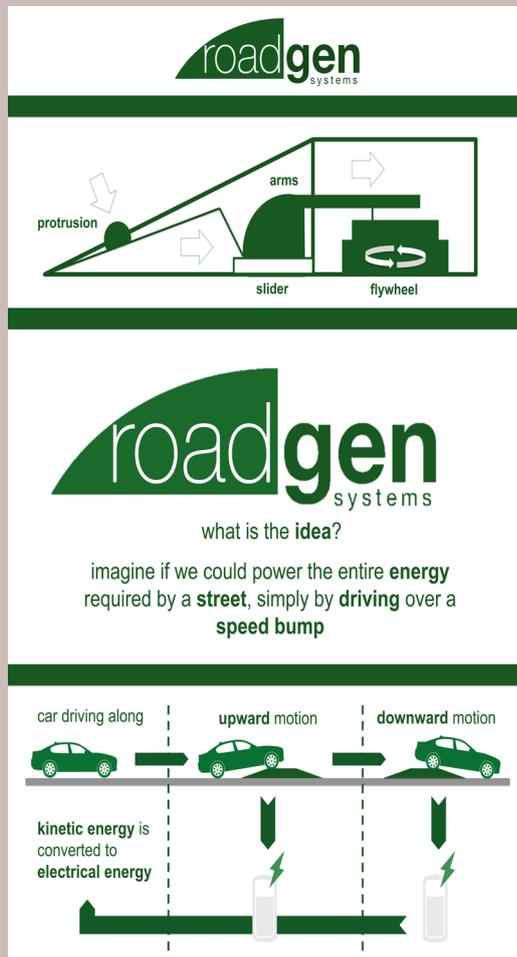
Head of Department Mr Pledger was delighted with their success. "During the six month programme the team got real hands-on work experience and the experience of problem solving, working on a project that is relevant and realistic. The team met with professional and graduate engineers, scientists and technologists and had to present their solution in a formal verbal presentation as well as a formal written technical report to a panel of senior professional engineers. They could not have worked any harder and their effort clearly paid off when they were awarded the top prize."

The EES can bring multiple benefits to companies from cost effective project solutions (many EES teams have saved companies tens and even hundreds of thousands of pounds) to the opportunity for high quality professional development of the organisation's engineers and scientists.

The EES Scheme improves industrial and higher education links and can provide early access to high ability, potential graduate recruits.



The Langton Team above: Tegan Forbes, Alex Gent, Joe Cooke, Tom Gillmore, Toby Freeland and Beth McDaniel



The team are grateful for the continuous support of Pavegen and their company mentor Sabin Iorga, Subject Leader Dan Pledger and the rest of the fantastic design department.

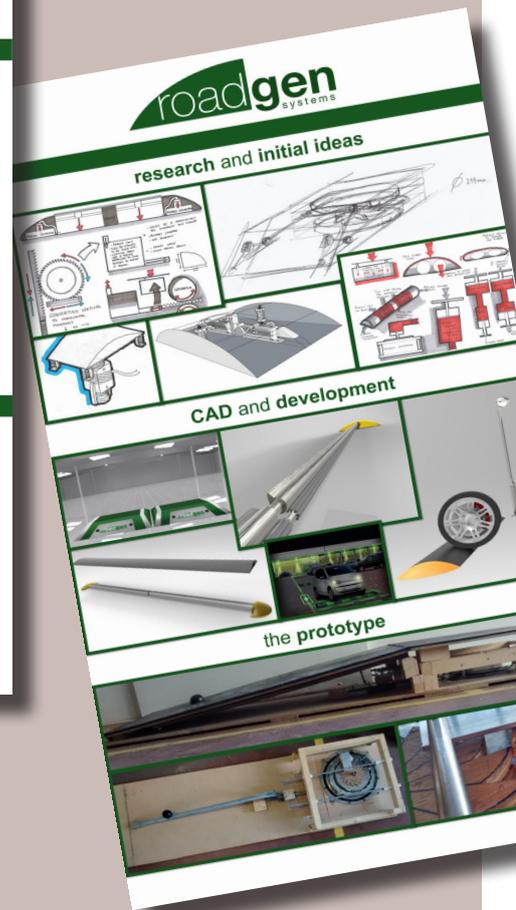
Facts about the Engineering and Education Scheme:

Annually between 1300-1400 students participate in the EES (30% women)

89% of students who take part go on to read engineering or associated science/IT/technical degrees

97% of participating engineers considered the scheme to be relevant to their company's needs.

For more information about the British Science Association (BSA) CREST Award please visit the BSA website - <http://www.britishsociety.org/web/ccaf/CREST/>



MUSICAL NOTES

report by Mrs Renshaw-Kidd

It has been a truly magnificent first two terms in the Langton Music Department, with the quality of musical performance going from strength to strength!

We began the musical year by hearing new Year 7 talent in our Freshly Squeezed concert; if their performances were anything to go by, we have an exciting 7 years ahead of us! October also saw our GCSE and A Level students involved in the Canterbury Festival as part of their Spiegeltent events. The students gave a wonderful showcase of what the Langton Music Department has to offer.

We had a few exciting months working on some extremely challenging repertoire ready for our November concert in St Peter's Methodist Church, Canterbury. The school orchestra did a marvellous job of accompanying three soloists, each playing a movement from Mozart's Piano Concerto, No. 20 in D Minor. All of the performers surpassed themselves, including our 3 soloists Matthew Clayton, Sophia Terry and Adam Hu, who played with great variety, sensitivity and passion.

The second half saw performances from Chamber Choir, singing Haydn's Little Organ Mass, Canterbury Baroque Trio and Guitar Ensemble. The evening finished with a bang, featuring the Full Choir singing Britten's Rejoice in the Lamb, accompanied by Jamie Rogers at the organ.

As soon as we had got over the adrenalin rush that was the November concert, we were straight into rehearsing for the annual Advent Chamber Choir Tour to the Isle of Wight. This was followed by our annual carol service in Canterbury Cathedral, where all of our choirs performed with the Langton Brass in this atmospheric and historic

setting.

The end of term was made complete by our Langton Live concert. We had a wealth of popular talent on show and even heard a premiere performance of a composition on Climate Change from Joe Cooke.

We would like to make you aware of our new Facebook group – The Langton Music Department; this online facility has enabled us to keep in touch with all of our students, posting reminders for rehearsals, keeping everyone up to date with news articles and music research, or even the chance to share a funny joke! All parents and students are invited to join this group, so please take a look.

As I write this, we are only just into the Spring term and we are already two concerts down.

Our first major performance of 2016 was in Canterbury Cathedral for the Canterbury Choirs Festival. The Langton provided altos, tenors and basses to the beautiful treble/soprano voices of four primary schools from all over Kent. It was a superb occasion and our boys did us proud.

We had a superb exhibition of String playing at our concert at the end of January. Soloists and ensembles from Year 7-13 performed to a very appreciative audience. If we have that much talent in just one of our orchestral families, then it bodes well for the future orchestral playing at the Langton!

Do check the forthcoming events and add them to your diaries; we hope to have your continued support for our music-making. One particular event that we are looking forwards to is our Music and Health Festival in July (please see the article that explains this in more detail).

Music & Health Festival

The Music Department is currently undertaking a large-scale Music and Health research project, which builds on the school's reputation for pioneering scientific research. The project involves our students and teachers who are working collaboratively with music, science and health professionals to perform practical research. Our focus is measuring and discussing the effects of music on physical and mental wellbeing.

Areas such as music and motivation, singing for depression, music and Parkinson's, music and dementia, music as a form of healing and songwriting as catharsis, are but a few of the areas that are being explored. Our goal is to raise awareness in our students, and the wider community, of the benefits of music on physical and mental well-being. We also hope this will engender a stronger sense of caring and community in our leaders of tomorrow.

With the research well underway, we are now looking forward to presenting our findings in a 3-day event, running from 4th-6th July 2016. This 'Music & Health Festival' will celebrate our ongoing research and provide us with the perfect opportunity to launch the Langton Song Centre. We will be welcoming renowned guest speakers, running exciting workshops and hearing performances from World Class musicians such as Annette Servadei and Sacconi String Quartet. We also hope to have a very exciting keynote speaker, but for now, this is hush-hush! There will be a variety of free and ticketed events across the three days.

The Langton Song Centre, along with our new website, will be a resource for all schools providing ideas for communal singing, with a special emphasis on the encouragement of boys singing. We are already undertaking our own research into the benefits of communal singing on our own students' motivation and well-being. We envisage the festival as being a culmination and celebration of our research, but also to act as a springboard for relationships and projects within our community and beyond to develop and thrive.

COMPOSITION COMPETITION

To be judged by Master of the Queen's Music Judith Weir CBE

As part of The Langton Music and Health Festival 2016
Brief: Your composition should be written for a small ensemble, instrumental or vocal and based around the idea of "music as a form of healing". It should be a maximum of 3 minutes duration.
Please inform Mrs. Renshaw-Kidd if you intend to enter.

The deadline for entries will be May 27th 2016.

Chamber Choir Isle of Wight Tour



At the end of November, the chamber choir went on their annual tour – this year to the Isle of Wight. We had an enjoyable time and this is a recount of our trip. There were the usual things: we had fun, we did some singing, etc. We left school on Friday the 27th November to travel to Southampton and arrived at the Medina Valley Centre where we explored our temporary home and unpacked. Later that evening, we had our first concert at All Saints' Church, Gurnard. In front of a decent size audience, we did a good job. Then we went back to the Centre and had hot chocolate and some played a game of twister that got a bit out of hand (that's an understatement).

The next day, we got up and left to go to Alum Bay. The winds were ridiculously strong. After lots of photos, we managed to get out, not too wet and left the lovely Bay. Then we travelled to St Johns' Church in Newport for our second concert of the tour. Despite the small audience (due to weather and Christmas markets) we gave an excellent performance and delighted the audience. Then we were let loose into the town of Newport to go shopping. That evening we left for a concert in Ryde at All Saints' Church which, in front of another very appreciative audience we had, probably, the best performance of the tour.

On Sunday, we were able to wake up later as we had no activity for the morning. We then rehearsed some new music that we would sing to accompany the All Saints' Church Choir later that evening at their annual Advent service. Once we had

devoured a wonderful roast dinner, we left to either go swimming or to play badminton. After a fun time doing whatever activity we chose, we travelled to All Saints' Church in Ryde to rehearse for the service. After a light tea, we enjoyed a magical candlelit service.

Once we were back on the coach, we were kindly given portions of chips as a present from the teachers. Back at Medina Valley, we had hot chocolate and our own mini talent show including odd magic, dancing, headstands and poetry recitals – we had it all!

Well done to Joseph and Fergus for winning the competition.

On Monday, we had breakfast and packed our bags. We managed to fit in some final games of pool and table football with Acey still remaining the unbeaten champion of table football in KS3, although he refused (in terror) to play his brother Barney. We then left the Medina Valley Centre after Thank you's and Goodbye's. We then got on the ferry home and drove back to school with a film to watch- Johnny English Reborn.

We had a great time and would like to say thank you to Medina Valley Centre for having us and for some great food. Also, thank you to Mrs Renshaw-Kidd and Mrs Kim for taking us on our brilliant trip and Mrs Ahmad for singing.

DATES FOR YOUR MUSICAL DIARY

Tuesday March 8th 2016,
3-5pm - Annette Servadei Piano
Masterclass (School Hall)

Thursday March 17th
(Change of date) 2016 7pm School
Concert (School Hall)

Thursday 24th March 2016
(Change of date) 5pm – A Level
Mock Recitals (School Hall)

Tuesday 19th April 2016 7pm
A Level Recitals (School Hall)

Wednesday 4th May 2016
2:30pm
Commemoration Service in the
Cathedral

Thursday 16th June 2016
Canterbury Festival Bursary
Competition
(Hosted by the Langton)
4-7pm

Monday 4th – 6th July
2-10pm
Music and Health Festival

MUSIC EXAMINATION RESULTS

Matthew Clayton
Grade 7 Piano with distinction

Louis Dale
Grade 8 Guitar with merit

Saskia Jameson-Bibb
Grade 8 Singing with distinction

Sam Cheney
Grade 8 Piano with merit

Barney Court
Grade 5 Double Bass
with distinction

Ned Sattersfield
Grade 5 Piano with distinction

Tala Memmott
Grade 4 Flugel Horn with distinction

Patrick Glynn
Grade 5 Theory

Well done to everyone!

LANGTON ART

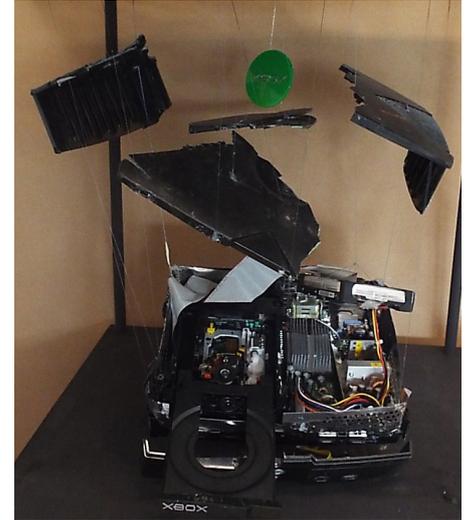
The John Downton Award for Young Artists

The John Downton annual exhibition encourages and celebrates the creativity of Kent's young artists. It is open to students, aged 11 - 18, from schools and colleges across Kent.

Year 11 Langton student Aaron Salter came a very credible third with his painting "Feet" (below), which was subsequently hung in the Turner Contemporary Gallery in Margate



Aaron receiving his prize and certificate at County Hall



This exploding Xbox sculpture by Tom Newton (Year 11) has recently been entered into the Turner Contemporary Schools' Competition



Below: Morgan Allan's digital portrait of Mr Howe and fellow Year 12 art students

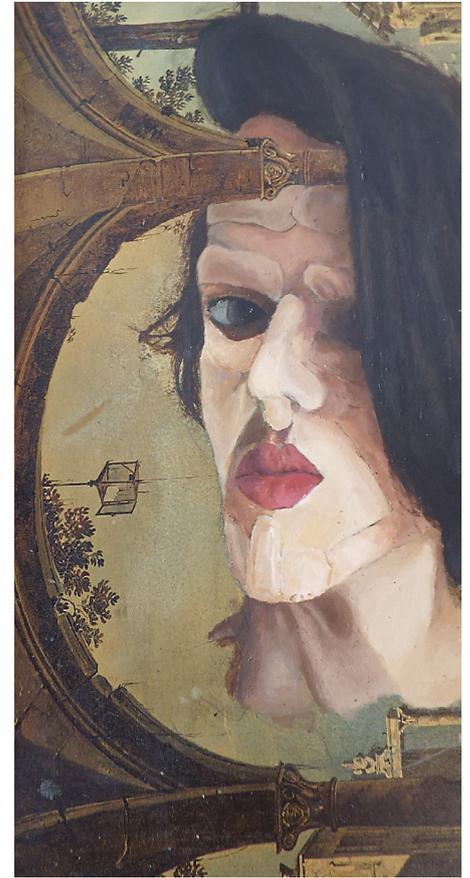


Above: Yr 12 student Marysia Abbott only used a graphics tablet to recreate the feathered portrait by artist Amy Judd





Above: This amazing piece of work by Hannah Averbeck (Yr13) has been entered into the Royal Academy of Arts Sixth Form Competition.
Below: This equally wonderful piece of work is by Melissa Orr and it is a portrait of Yr 12 student Asini Liyanage



Above: Portrait by Dimitri Alexiades one of the strongest year 10 painters Mr Howe can remember "This piece, painted on an old master in a gold frame, is a self portrait where he covered himself in plasters."
Below: Portrait by Hollie Joiner of Gracia Tilak part of a series in which Hollie drew Gracia with her hair in different styles.



In which Professor Soderholm tries to outfox his students

To add a touch to levity to the often ponderous gravity of AS English exam preparation, I started a contest to see which of my 38 students could write the best essay on a notoriously tricky poem in the anthology we are using from Edexcel (the Exam Board). The poem in question is Robert Minhinnick's 'The Fox in The National Museum of Wales', a poem so baffling in its imagery and symbolism that the Edexcel 'experts' who produce presumably elucidating mark schemes are flummoxed by it.

I thought it would be amusing—if not instructive—to set the students loose on the poem or in the poem. Two students gamely responded to the challenge and produced pleasantly cunning essays. I had hoped for more essays, of course, but the two entries were both good enough to share with the larger community and to suggest the calibre of students attending the Langton. I have awarded each student a First Prize and will buy each of them a book of poetry.

The Fox in the National Museum of Wales

by Robert Minhinnick

He scans the frames but doesn't stop,
this fox who has come to the museum today,
his eye in the renaissance
and his brush in the baroque.

Between dynasties his footprints
have still to fade, between the Shan
and the Yung,
the porcelain atoms shivering at his touch,
ah, lighter than the emperor's
breath, drinking rice wine from the bowl,
daintier than the eunuch pouring
wine.

I came as quickly as I could
but already the fox had left the
Industrial Revolution behind,
his eye has swept the age of atoms,
the Taj Mahal within the molecule.

The fox is in the folios and the
fossils, I cry.
The fox is in the photography and
the folk studies department.
The fox is in the flux of the foyer,
the fox is in the flock.
The fox is in the flock.

Now the fox sniffs at the dodo
and at the door of Celtic
orthography.
The grave-gods, the chariots, the
gods of darkness,
he has made their acquaintance on
previous occasions.

There, beneath the leatherbacked
turtle he goes,
the turtle black as an oil drum,
under the skeleton of the whale he
skedaddles,
the whalebone silver as bubblewrap.

Through the light of Provence
moves the fox, through
the Ordovician era and the
Sumerian summer,
greyblue the brush on him, this one
who has seen so much,
blood on the bristles of his mouth,
and on his suit of iron filings the air
fans like silk.

Through the cubists and the
surrealists
this fox shimmers surreptitiously,
past the artist who has sawn himself
in half
under the formaldehyde sky

goes this fox shiny as silver
fax in his fox coat,
for at a fox trot travels this fox
backwards and forwards in the
museum.

Under the bells of brugmansia
that lull the Ecuadoran botanists to
sleep,
over the grey moss of Iceland
further and further goes this fox,
passing the lambs at the feet of
Jesus,
through the tear in Dante's cloak.

How long have I legged it
after his legerdemain, this fox
in the labyrinth, this fox that never
hurries
yet passes an age in a footfall, this
fox
from the forest of the portrait
gallery
to engineering's cornfield sigh?

I will tell you this.
He is something to follow,
this red fellow.
This fox I foster -
He is the future.

No-one else
has seen him yet.
But they are closing
the iron doors.



ESSAY ONE BY by Charlie Mower

Robert Minhinnick's 'The Fox in The National Museum of Wales' is arguably a tale of the death of art and culture. Minhinnick explores this issue using the example of a fox in a museum.

The fox in Minhinnick's poem is symbolic of 21st century humanity, particularly in relation to culture. Minhinnick portrays the fox as fast, indicating a lack of interest in the museum around him and suggesting a parallel to a hasty, flighty general group of people and the way they race through a given art museum. Of the fox, the poet observes that 'his eye [is] in the renaissance /and his brush in the baroque.

Between dynasties his footprints / have still to fade...'. The cultural movement of the renaissance stretched between the 14th and 17th century, whilst the Baroque period started in the early 17th century. The gap between the early Renaissance and the Baroque period is vast but the fact that the 'footprints have still to fade' implies that the fox is speedily going around the museum, ignoring the essence of the cultural heritage before him. This creates a 'cloud of smoke' imagery, which is almost cartoon-like, thus satirising the fox and our attitude towards culture.

Minhinnick further illustrates the speed of the fox by writing of 'the porcelain atoms shivering at his touch'. Whilst literally the speed of the fox has caused the porcelain to shiver, Minhinnick personifies the porcelain atoms, perhaps suggesting that they are shivering from fear of being unnoticed, not from the speed of the fox careening around the museum. For, presumably, the porcelain items have been examined and appreciated for years, but the fox's lack of interest is creating this fear, of which Minhinnick is disapproving. Perhaps Minhinnick is suggesting that humanity has become the impatient fox that ignores cultural heritage; therefore somewhat critiquing the current 21st century 'fast-food culture', which is causing people to rush for instant gratification. Again, this velocity is highlighted in the fourth stanza, where Minhinnick repeats 'the fox is in', showing the various locations the fox has been within a short space of time, suggested by the panic-stricken quality of the verse.

Minhinnick presents culture positively throughout and this optimism is almost ironic given the fact he is writing a poem (a cultural artefact) to critique the death of culture. The poem is arguably an ode to culture. In the sixth stanza, he writes 'There, beneath the leatherbacked turtle he goes, /the turtle black as an oildrum, /under the skeleton of the whale he skedaddles, /the whalebone silver as bubblewrap'. The simile to describe the turtle is particularly unusual. The connotations of an oildrum are usually negative, particularly relating to the destruction of habitats and commodity conflicts. Whilst Minhinnick appears to be attempting to paint culture in a positive light, he is comparing the turtle (the artefacts in the museum are cultural heritage) to an oildrum. This comparison is perhaps an attempt to make the culture admirable to the modern audience. Instead of appreciating the turtle as a preserved being in its own right, Minhinnick is comparing it to something sought after in the modern world, thus making a social comment about 21st century desires. Again, he makes an unusual comparison when he writes 'the whalebone silver as bubblewrap'. To Minhinnick, the natural colour of the whalebone does not appeal to the audience any more. Even the colour silver, that once connoted richness, is unattractive. Instead, he compares it to 'bubblewrap', the symbol of the current western, wasteful, consumer-culture. These similes seem to be a plea to admire and appreciate cultural heritage and this is why Minhinnick is trying to contextualise it within the 21st century.

In the last two stanzas, Minhinnick comments on what he believes the future will look like ('He [the fox] is the future'). He writes 'I will tell you this. / He is something to follow, / this red fellow. / This fox I foster - / he is the future'. Because of the phrase 'red fellow', the fox appears friendly to the narrator, unlike in the rest of the poem, where the speaker's point of view is decidedly satiric. Minhinnick's duty is to 'foster' and care for the fox, nurturing it so that it does not ignore the artefacts in the museum, and therefore the museum's historical importance. It is almost as if, by writing the poem, Minhinnick has taken it as his duty to educate humanity to appreciate culture and cultural activities. In the final verse, he writes 'No-one else / has seen him yet. / But they are closing / the iron doors'. Whilst the iron doors are literally the doors of the museum, they are metaphorical and are the barrier between humanity and culture. By people shutting the doors on their own culture, they ignore their sense of the past and incapacitate themselves for the future.

Minhinnick's 'The Fox in the National Museum of Wales' is a social commentary of the civilisation we live in. In fact, he is making an appeal to humanity to remain cultured or even just to appreciate culture. In the 19th century, Nietzsche stated that 'we have art in order not to die of the truth' and perhaps Minhinnick is trying to revive this idea for the benefit of all. In order not to be crazy like a fox, we need the sanity and engagement of the owl of Minerva.

Essay Two by Rufus Bouverie

In *The Fox in the National Museum of Wales* the poet offers a lament on the degradation of the art, history and cultural heritage of Wales. What Robert Minhinnick attempts to show is the way the culture of Wales has been neglected to the point where it has little meaning to the people of Wales as well as reflecting poorly on its national identity. Although the poem centres on Wales and the draining of its own cultural significance, the poem also acts as a warning about the importance of history and culture in one's own society, and how we ignore those values at our peril.

The poet presents two major analogies in this poem, that of the fox and, to a lesser extent, the country of Wales. The poet uses the analogy of the fox to symbolise the public, this occurring throughout the poem, particularly in the description of the fox's movements. I believe, however, that the poet's use of that particular animal was designed to mimic how tourists behave. Foxes are generally regarded as pests capable of destroying flocks of chickens in a single evening. Although not all of us engage in that sort of nocturnal activity, when we do congregate in large groups -- cameras glued to our eyes as we struggle to achieve the best Instagram -- we are undoubtedly a burden, preventing those who really enjoy art to have a peaceful afternoon of appreciation. However, though we are a pest to those more appreciative of our heritage, as well as to those employed to sweep up our dropped crisp packets, the key reason for the analogy of the fox in this poem is to galvanise our awareness of the disintegration of cultural memory.

Throughout the piece the fox is constantly on the move, although potentially an indication of our wish to 'drink in' as much as we can, actually suggests the decline in our collective attention spans, which in turn affects how much we are able to appreciate. The poet signals this issue by using the phrase: 'He scans the frames...his eye in the renaissance... his brush in the baroque'. This method of erratic scanning is not unlike simply taking photocopies of the exhibitions and artefacts in an art museum. The fox/public thus only sees works of art at face value, the fox merely scanning the 'frames' as if we only see what is framing the artwork, never daring or bothering to delve any deeper. The poet also shows us the fox in two places at once. The fox's 'brush' (its tail), apparently dislocated from its eye, demonstrates the fragmented nature of modern perception, the way we 'sniff' at history or, even worse, destroy it, suggested by the line, 'porcelain atoms shivering at his touch'.

The poet argues that we seem to want to make only the 'acquaintance' of our forefathers' history, hinted at in the way the fox's eyes 'sweep the age of atoms', simply glancing at what was the basis of countless lives, viewing the significance of history as the equivalent to 'a molecule'. The fact that the fox is in the 'photography' demonstrates that we have become too materialistic, ironically being too concerned with preserving images of our day out to a museum rather than consecrating our ancestry. One of the most revealing lines of the poem occurs twice: 'The fox is in the flock'. This line not only refers to the pest-like quality of the fox, but also to the annoying and chaotic habits of most museum goers, flocking to art the way foxes raid a chicken coop. The repetition of 'is in' throughout the stanza is an ironic judgement of how little time we spend in museums, again reiterating our ambivalence to our past.

Although the poem also acts as a warning to other nations to respect their heritage, the usage of Wales is undoubtedly significant. Too long in the shadow of larger nations around her, the small, green, rainy country's history and culture has been too far overshadowed by her larger neighbour, to the extent that it has almost been adopted as simply heritage of the 'British Isles', sapping its own cultural identity so much so that it must display artefacts from India, 'Ecuador' and 'Iceland' in order to attract customers. The disintegration of a Welsh cultural identity manifests itself in numerous places, particularly in stanza five in which the poet shows the fox 'sniff(ing) at (a) dodo' and 'standing at the door of Celtic orthography'. The image of the dodo being sniffed at, as if it no longer matters, is an analogy for Wales itself, its cultural identity suffering extinction in plain view. Yet no one is prepared to do anything about this loss of identity, choosing to stand 'at the doorway' and simply watch, as the past 'Celtic' arts, once an integral part of the Welsh way of life, become increasingly abandoned condemned to the 'grave', unable to traverse the threshold of the twenty-first century.

The author goes on to illustrate the way our lack of appreciation of our history can have on our current landscape in the sixth stanza, detailing turtles being 'black as an oil drum' seemingly a hint to the detrimental effects we are having on the environment, as well as the way contemporary rubbish (reality TV, social sites, *The Wanted*, Eurovision) corrupt our brains. The next line which details an image of a 'skeleton of a whale' is yet a further allusion to this, to the extent that the heritage, particularly of the smaller nations, is dying out because we only appreciate the bare bones of it, picking out what looks good but has no substance.

The last two stanzas interestingly convey a subtly different mood to that of the rest of the piece. For a start, it is written much more obviously from the perspective of the author; this new style having the effect of drawing attention to the essential piece of the poem, the author's reasons for pursuing the fox. The second line, 'he is something to follow', illustrate to us the passion that has developed behind this quest to educate the masses about where they are going wrong, attempting to 'foster' renewed support in our cultural heritage. This would appear to inspire hope and belief that the masses are changing and beginning to take note of that around us. However, this idea is quashed swiftly in the next couple of lines. The lines, 'No one else has seen him yet', instantly reverse the hope, demonstrating that we are still the problem: unable to notice that which is right in front of us thus trivialising our surroundings. This sense of despair is swiftly turned to panic as the author declares that '([his] is our future', and that soon it will be too late, the damage done beyond repair, as 'they are closing the iron doors' and with it all traces of what we think we are. The good and the bad of our heritage will be eradicated in favour of the attention-grabbing and the shocking.

Throughout the poem Minhinnick uses the analogy of both the fox, demonstrating the abysmal way we treat our culture, as well as the country of Wales, which demonstrates what happens when we merely 'brush by' (or off) our heritage. Both analogies convey a sense of despair in the future of our culture, the fox's disintegrating 'appreciation' of the National Museum acting as a warning to those who fail to value history and art.

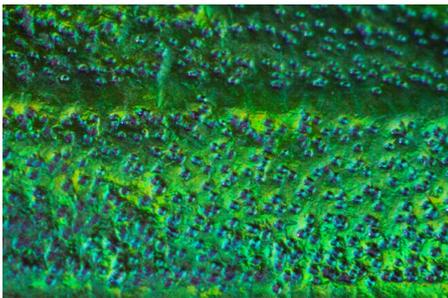
BEAUTIFUL BEETLES

Report by Dr Barbara Kirby

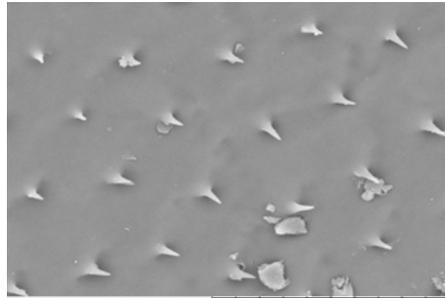
Doing independent research projects can provide you with amazing opportunities. The Langton Materials Group are looking at the iridescence found in the wing case (elytra) of some tropical beetles. Iridescent colour is not due to light interacting with pigments but rather is a consequence of layered nanostructures found between 100 -350 nanometres below the upper surface of the elytra.

Material scientists are interested in trying to mimic these biophotonic structures to produce self-assembling nanostructures for applications such as sensing and photonics. Through Professor Parker, with the help of Professor Pete Vukusic (University of Exeter) and Dr George Dobre (UKC), we have begun to study this phenomenon in school using spectro-photometry.

Harry MacDonald, with Elsa Lawrence and Joe Peskett have been able to detect spectral pattern changes produced by applying heat or chemical stress to the elytra of *Chrysochroa wallacei*. Elsa and Joe used a light microscope to see if the surfaces of elytra could influence the reflection of light.

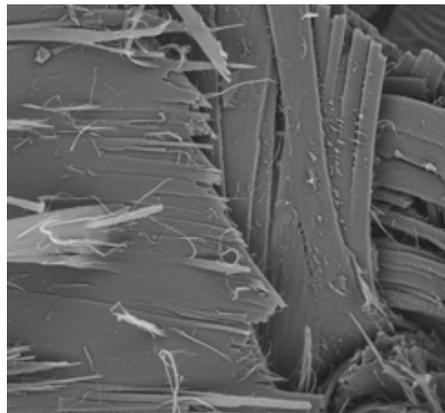


We then wondered if we could relate the changes in spectra to the particular, as yet undetermined, nanostructure arrangement found within *Chrysochroa wallacei*. This would require using an electron microscope. Professor Parker was able to arrange an amazing visit for the students to St Paul's School, London, to use the only school-based Scanning Electron Microscope (SEM) in the country. We stayed a full day there using this microscope to collect data. First we looked at the surface under relatively low magnification.

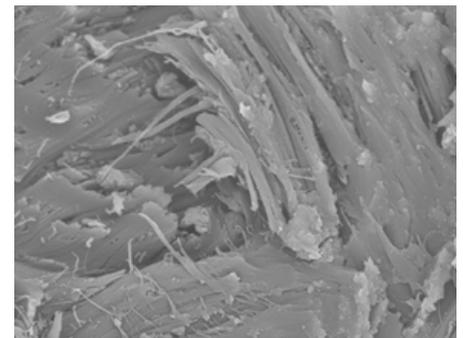


C. wallacei upper surface of elytra, showing small regular ($\sim 2 \mu\text{m}$) spiky structures on a slightly rippled surface. Total bar represents $50 \mu\text{m}$.

Secondly, we then used a higher magnification. As you can see below we managed to take some stunning images.



C. wallacei control sample showing layers of fibres which seem to have rotating orientations. The total bar represents $200 \mu\text{m}$.



C. wallacei after heat treatment. The fibres seem to have lost their smooth surfaces, become more chaotic, shorter and possibly compressed. The total bar represents $20 \mu\text{m}$.

The students were a credit to themselves and The Langton. As a result of this we have been invited back to St Paul's School to continue this fantastic collaboration.

A letter from the Headteacher of Dr Obote College, Kiwanuka Fred

Dr Obote College feels greatly privileged and proud to be associated with Simon Langton Grammar School for Boys, Great Britain's Centre of excellence and the Icon of world Educational Standards.

Every School has a culture and values that it holds dearly. At Dr Obote, the teachers, the students, the parents and the surrounding community upholds these Values and pass them on to the new-comers. There are those particular rudiments that a school cannot do without. These are what define the school character. They range from academics and sports, etiquette and character.

Like at Simon Langton ,academic excellence is an obligation shared by all the stake holders in the school. For the teachers in particular, the desire to achieve excellence in building a whole person is not a choice but a duty always focused at producing discipline, responsible and self reliant citizens.

As we strive to achieve the laurels equivalent to Simon Langton's, we have instituted a Campaign dubbed Excellent Performance Vision 2018. This focuses at motivating staff and influencing a positive mind set of our learners and acquisition of improved and adequate learning facilities.

The funding arm of Simon Langton has helped a great deal in making us achieve our goals. The boys are now going to study their science lessons in freshly refurbished rooms. We are no longer worried about the power blackouts because of the stand-by generator. The sponsored boys are overwhelmed by the generous gesture extended to them.

The exchange programme is doing wonders!

Our drama club represented Northern region in the National Annual Youth Climate Change competitions and emerged champions!

The Science and Technology Innovation Club travelled to Makerere University and for the second time in a row won the competitions. *

The Scouts team went to Rwanda to represent Uganda and won the competitions. We are now the Champions for East Africa.

Our results for U.A.C.E and U.C.E 2014 were the best in Northern region. We are now a center of excellence as granted by the Ministry of Education, Technology and Sports.

The staff and students of Dr Obote College acknowledge the great contribution made by Simon Langton to the development of the college.

Special thanks to the students of Simon Langton, Ms Karen Bennett, Ken Moffat the Head of School and Dr Matthew Baxter the Headteacher.

On behalf of Dr. Obote College, I wish everybody there a pleasant 2016 as we look forward to a continued collaboration.

* The STIC is an annual event that began in 2010 with the initiative to promote Science and Technology incubation through project-based learning in secondary schools. Outreach programs to select secondary schools in the different regions in the country were conducted to train, design and prototype meaningful robotic applications.

The challenge involved presenting projects depicting applications of robotics in real life, assembling and disassembling mobile phones and a quiz which covers both robotics and mobile phone technologies.

Various schools from Central, Northern, Western and Eastern Uganda took part in the grand finale that was held at Makerere University in October, including Dr Obote Collete who emerged as the winner with the Poulex project; a modernized poultry farm system which disperses chicken feeds and water automatically to the feeding and drinking troughs of the birds at intervals set by the farmer.

The system uses an ultrasonic sensor to detect the water depth so as to determine whether to allow water to flow in the drinking trough or not. With the help of a light sensor, the system automatically turns on the light in the chicken house at night and turns off during the day.

