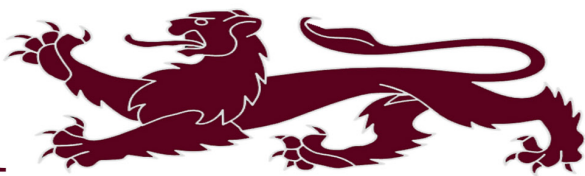


Langton NEWS



Simon Langton Grammar School for Boys

Issue No. 163
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Editor: Susan Begg



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**Student stories, essays, news and views,
help, information, advice and**

lots, lots MORE

Cover photo by Tim Stubbings



UCAS

Personal Statement

It may seem a fancy fetched from some far-distant realm, or perhaps my imagination and memory have promiscuously bred, but I have in utero recollections of wanting to study theology at university. Even before birth I had a womb with a view to make both philosophy and theology my proper principedom. And yet—to be honest—I must admit that I have a tendency (the word penchant comes to mind) to procrastinate. I prefer the intellectual majesty of nouns to the bewitching vivacity of verbs. If I do not become an effective leader of Denmark, I will nevertheless emerge as a philosopher-king. I am hoping that studying theologians and philosophers will make me, for the present, a mirror of perfection, a prince of reflection.

I have read the collected works of both Niccolò Machiavelli and Michel de Montaigne. From the former I absorbed the pragmatics of power and how it is better to be feared than loved, if one must make a choice. I must say I would prefer simply to be left alone with my books. Let the rapacious and the ambitious coldly calculate how to keep their power and how to enjoy the possession of more dirt (other kingdoms). From Montaigne I learnt that man is a mercurial creature, weeping and laughing at the same time: a fickle, flickering thing that is never the same from one syllable to the next and therefore can have only so much power over himself and others. My EPQ is a languorous lucubration on the relative merits of Machiavelli and Montaigne for the education of a European Prince. How far is Montaigne a better role model than Machiavelli? My research has included reading widely in the history of thought about thought, especially the Meditations of Marcus Aurelius and of course the Greek philosophers all the way back to Thales of Miletus, who was so intent on watching the stars that he apparently fell into a well. Shortly after that Thales famously intuited that 'All is water'.

I am on the Danish Fencing Team and, although I vastly prefer the parry and feint of the mind and superiority of words over swords, I know my way around a rapier. But is not the thrust of rapier-wit to be prized above all else? I have never had any kind of job but my mother the Queen did teach me how to make a superb apple Danish. My hobbies include reading (voluminously), peripatetics, swimming with Ophelia (councillor's daughter), collecting animal skulls and, of course, being preternaturally pensive. I also informally apprenticed with our court jester, Yorick, who taught me the superiority of levitas over gravitas. Yorick died some years ago but I like to think he capers in my quicksilver soul.

I understand that Doctor Faustus has shut himself up in his study at the University of Wittenberg. I would like to ascend his mountain of learning (wit-berg) in order to study theology with him. A Renaissance Prince, I want to give re-birth to classical antiquity and flourish in a programme of humanism. I imagine my dissertation will be a kind of 96th thesis to nail to Doctor Faustus' door.

Hamlet

Prince of Denmark



KEN MOFFAT'S HEADLINES

Well, as quickly as the Summer recess draws to a close, we are back up to full speed and it is soon the end of half term and we are contemplating Christmas. I hope it has been a successful start to the term for all and we have re-gained our old positive habits of study.

This is my thirtieth year at The Langton and, in many ways, the strangest as I take on a range of new responsibilities and get to grips with some of the more hidden aspects of Langton life. It is still an inspiration to me to see the school working as powerfully as it does in so many areas and I cannot recall a time in my Langton career when I have had the opportunity to work alongside so many gifted colleagues who give so much to the school and its students above and beyond the standard requirements. Whether it be the outstanding provision in music, drama and sport, where staff give way beyond anything I could ask of them in terms of time, the Friday night stargazing, the ground-breaking research projects, the endless, fascinating trips and visits, the human effort required to maintain the outstanding provision we offer is quite breathtaking and I would like to put on record my gratitude to my colleagues for giving their all to The Langton Family.

Other staff have seen their roles within the school dramatically change this year, as well. You will be growing used to dealing with Mr Watson as Deputy Head Teacher, who is moving into a position of overseeing the basic daily operation

of the school and with Mr Peto, who has assumed overall responsibility for the behaviour of the boys in the school. Mrs Taylor's work co-ordinating the young men and women of the Sixth Form has meant that she has now to represent this area of the school at the Senior Management table.

Perhaps most significant here is the appointment of Mr Tithecott to lead on our mental health and resilience strategy. If I could give one gift to every student of the school, glorify above all else one of our Langton attributes, it would be the gift of resilience. I think too many people forget that the fundamental role of any school is to do its utmost to help produce the young men and women who have the human skills to go on and make a crucial contribution to the good of our future society. Resilience is key to this. All of us learn that the trick to successful adult life is not avoiding disaster and despair, but being able to bounce back from those "two impostors" when they strike. Resilience, mental toughness, call it what you will, we are determined that the young men and women in our charge will leave us with as great an arsenal to help them combat the vicissitudes of adult life as we can give them. We do not mean a stiff upper lip attitude, or that emotions have no place, but a tough reasonableness that gives them the perspective to face difficult situations both fairly and squarely. We have a talented pastoral team on hand for when the wheels come off and employ both a psychotherapist and clinical psychologist for more urgent and pressing issues, but we know that we must all, ultimately, stand on our own feet and, finally, take responsibility for our own lives.

It will not be my habit to focus on individuals, but I cannot refrain from using the example of Louis Harrison here by way of an illustration. Louis, from 10 Mackenzie, was diagnosed this year with lymphoma, an appalling prospect for a young man and a cruel and unfair twist of fate. Undertaking chemotherapy at The Royal Marsden, he was understandably knocked back, but had barely any time away from school, continued to play football for Tyler Hill and train with our U15 rugby squad and headed the winning goal for Mackenzie in the inter-house football competition.

Last week we heard from his family the astonishing news that Louis was now fully cancer free and fighting fit again. We cannot express our delight at this news and feel that

it is so well deserved in that Louis has fought his illness from the off, refused to give in or take life easy and has always been seen around school with the usual smile on his face. This level of resilience is astonishing, I know, but he has been a lesson to us all. And what has been so touching has been witnessing the love and support offered by boys in his year, and other year groups, and their families, as Louis battled on. That is the character of the young man and that is the character of our school.

And so we look forward to the rest of the term. Without doubt, the most exciting prospect is the opening of The Tong Centre for Creative Research which is very near completion. As I look at this beautiful, iconic building I am always struck by the astonishing generosity that prompted Simon Tong to commit \$1,000,000 to his former school to help us in our endeavour to give our students an authentic and rounded education. You know our mantra that exams are a necessary but insufficient measure of the progress of either the school or its students, and this building will inspire and allow the students of the future to engage in genuine open-ended academic research that will put them way ahead of their peers at university and provide the building blocks for great careers and a lifelong pursuit of learning for its own sake. It will be a centre for the encouragement of new and creative thinking and will feature an un-safe space where all of us will have to be prepared to have our beliefs challenged. Ideas are the very last thing we should be protecting the current generation from.

When I joined the school, thirty years ago, Simon Tong was in the, then, second year and I went on to teach him GCSE English. He was a delightful young man even then and I have every reason to believe he still possesses the same characteristics of modesty, fortitude and resilience he exhibited during his school years when he, himself, became ill for a protracted period during his fourth year. He battled through his illness to, eventually, attend Oxford from whence he went on to a very successful career in Silicon Valley, where he currently resides. That he is grateful for the support he received during his indisposition is the very epitome of the cliché – ask not what your school can do for you, but what you can do for it. But I never fail to be surprised at the generosity of the gift as I look on the new building now that the scaffolding is down.

OUR MAN IN UGANDA

Dr Easterbrook reports on his recent trip to Doctor Obote College



I have something in common with a long list of the illustrious and infamous, including Dennis Bergkamp, Jennifer Anniston, David Bowie, Megan Fox, the Dalai Lama, Kate Winslet, Stanley Kubrick and Kim Jong-Il. What is it? I hate flying. I mean really hate it. I've been afraid to fly for a long time - avoiding it for a good twenty years, and causing myself all kinds of difficulties as a result (just ask the other Dr E about how I got to the south of Spain a few years back...) So when Mr Moffat suggested it would be a good idea for me to visit our partner school in Uganda, my initial thought may not have been to jump at a fantastic opportunity (as it should have been), but was instead more along the lines of "I am going to die in a nasty interface of aircraft and ground having had a few minutes in the brace position to contemplate my demise". Optimism around flight really was not in my mind - this was, of course, 100% certain to occur.

However - having already beaten the fear twice on short flights recently (those on the Berlin trip last year may have noticed my unease!) I decided to risk the inevitable early grave, and get on two successive long haul flights in order to visit Dr Obote College, in Boroboro, near Lira, in northern Uganda. So long as I don't die on the way, I reasoned, it should be a once in a lifetime

experience - and if I did die - well at least all that summer prep for next year's classes won't need to be done, and I might avoid renovating the garden at home...

Inevitably the day came, and I dragged my way to Heathrow, with the excitable and effervescent Mrs Bennett providing support through both main strategies - understanding support, and merciless mickey taking. Now I realise two essential things at this point. The first is that I am a rational being at heart, and understand that really it is not flying I am afraid of, but plummeting at 9.8 m per second squared towards the ground if we stop flying. Equally, I fundamentally understand that it is physics which keeps planes in the air, and not some strange magic or fairy dust. To keep myself calm, I imagined being taught about the principles of flight by the ever-calm Dr Warner.

Strangely, the details of the functioning of aerofoils, aerodynamic forces and the relevance of Bernoulli's principle did not completely quell my fears. What did was a rather lovely and chilled bottle of Marlborough Estate Sauvignon Blanc provided by the cabin crew, and making Mrs Bennett sit in the window seat. By the time we arrived in Dubai and I realised I had to do it all again for another 5 hours to get to Uganda, I think I'd resigned myself to my fate - which, happily, was another go at the drinks trolley and watching a film that the school film club would be ashamed of me for watching.

And so, in due course, I arrived at Entebbe Airport, somewhat sleep deprived, but certainly excited to be in Africa for the first time, having taken on and beating my deepest fear outside of getting in the other Dr E's bad books. We joined the immigration queue, ready to experience all that Uganda has to offer. Three hours later, we were still in the queue. Immigration works slowly in Entebbe, due to the old technology, single person on the counter, and presence of dodgy characters like me to properly scrutinise before letting anyone into their beautiful country. Eventually my passport was stamped, thereby proving I had actually got on the plane and didn't spend ten days hiding in Heathrow terminal 3, and we embarked on the taxi ride from the airport to central Kampala.

This is where the journey really began, and was the first of many





rather surreal experiences which are now so vividly burned into my memory. The roads to Kampala are notoriously jammed, and a new bypass is being built. You go past the blocked off entrance to the half completed carriageway as you leave the airport area. Or at least you should go past it. Our driver pulled up to the barrier, gave a few coins to the security man, and drove past onto the right hand carriageway of the incomplete road. You must remember, of course, that Ugandans, like us, drive on the left. He couldn't drive on the other side- there's no tarmac there yet. So we proceeded to drive along the wrong side of a half-built dual carriageway at 60 mph, - which was at first mercifully clear of anyone else. This didn't last, as clearly other people had paid the security at the other end, and before long other vehicles rushed towards what seemed an inevitable collision. Happily, this didn't occur, and by the time we arrived at the hotel, I had recalibrated my risk perception to Ugandan standards, and looked at oncoming traffic with due abandon.

Our journey to Boroboro entailed a five-hour drive northwards from Kampala towards the town of Lira, in the Northern District. Alongside the single carriageway tarmaced road, everyday life continued unaware of our presence. From small, single storey houses and shops selling everything from three-piece suites to wheelbarrows and the inevitable phone chargers, to small charcoal-fired stoves heating up corn and plantain for sale to passers-by, life is busy, colourful, aromatic and, notably, mainly conducted outside. No air-conditioned large commercial premises with swish glass doors sliding aside to let you enter their air-conditioned temples of commerce; just a small brick-build interior space out of which spills the merchant's particular stock across the street space, mingling with those walking by and carrying out their own business. All flashing by quickly, one sight and sound replacing the next as we travelled.

Increasingly all seemed so remarkably different – whether it was the stunning ochre and orange soil or the different trees, grasses, and

sounds of wildlife. The senses had too much to cope with, and it took some time for me to take it all in. Mrs Bennett will tell you I was rather quiet during this time. Others may not believe it. I assure you it was true.

Having arrived in Lira, moved in comfortably to the hotel where we would stay for the duration of the trip, and slept, it was time to visit Dr Obote College for the first time. Not before I had a hearty breakfast of Samosas, Chapati and spiced potato. Unusual, certainly – but setting oneself up perfectly for a long and busy day. The influence of Asian culture persisted long after their expulsion from the country in 1972; today there are the signs everywhere of the continued positive impact of Asian people, culture and industry on Uganda's economy. The chance to eat samosas for breakfast was an unexpected part of that influence, but one I thoroughly enjoyed.

After a short drive with James, the school's driver, who is now the undisputed king of the bright shirt, making mine dull by comparison, we arrived at the college. My expectations of a school in Uganda which we have been supporting in partnership had been of a place battling against the odds to provide a basic education to students whose real ambitions lay elsewhere. I was quite wrong, and what I found instead was something far more sophisticated. The school is a worthy partner, with a very strong academic ethos, exceptional students, and a teaching staff who clearly love their subjects and aim to stretch their charges on a daily basis. The difference the Langton's support has made has been to help



support the college's ambitions to provide a transformative education to its students, and to ensure that the benefits of that education are available as widely as possible. I will be talking and writing about my experiences in other places, so here I will emphasize only that our connection to Dr Obote College is without doubt one of the most significant and important elements of the life of our school.

We have much to live up to – and ensuring we are a worthy partner school for them in the future will certainly be a necessary aim. Across the week, I found a new everyday routine which included less paperwork than at home, but significantly more chickens. We attended lessons, took part in a teaching observation, spoke to many students, met the Langton scholars we support at their homes (an experience I will not forget, and one which I will relate fully elsewhere), spent time with teachers in various subjects in the staff room, and toured the whole school, from the dormitories where the students stay in term time to the familiar spaces of the school library, hall, and labs – the latter smart, modern and well-appointed. The plaque on the wall acknowledges the great contribution made by the Langton – but “the Langton of Canterbury, London”! Given the importance of the project, I think we can let that slide.

We also had time to spend with a group of teachers who collectively are the friendliest, funniest and most generous bunch one could hope to meet. I will remember, of course, the privilege of being allowed to visit and to see the school in action, and of the places they took us beyond the school also, in-

cluding the Murchison Falls National Park. To see elephants and giraffes in their natural habitat is a huge privilege not granted to many. To see elephants drinking from the Nile and watching ancient-looking fishing boats pass silhouetted against the sky behind is something I will not forget. But to see all of this in a van full of teachers, laughing, joking, and teasing us and each other throughout, is an experience I am truly glad I had. More than once I missed a photograph because I was laughing so hard. I made some good friends very quickly – and within a few days of being in Africa for the first time, Wilfred, John, Mike and the others made me feel like there was no better place one could hope to be. Wilfred's immortal phrases will live long in my memory. He chastised us sternly - “You cannot negotiate with an elephant by clapping”. He looked across at all kinds of animals and declared “He looks angry. He's about to charge” – even towards the most inoffensive, docile, and unaware creatures. Poor Wilfred – his nerves were gone by the time we left the park.

It also turns out that you can negotiate with an elephant by clapping, as the park guide duly demonstrated. You do it loudly and confidently, and the elephants, who do not like the sound, quickly move away. It's a life skill we should all know- so now you do also. Just remember it works much better if you have the van windows open so the elephant can hear you clapping, and if you don't do it like you're clapping along to cheesy old songs on the radio....

By the end of our stay, I had managed to learn so much about the school and our partnership, and have returned with an understanding of the project which will help me

to make the most of the possibilities to improve and sustain it. Again, you will hear about these across the year, so here I'll recount some of the other things we did.

I took my chance to ride a boda-boda motorcycle – the local transport of choice for most people – a Chinese manufactured 100-150cc single piston small bike which you will see loaded regularly with up to four people, or a huge load of corn ready to be processed, or a complete double bedframe, 10ft by 5ft sheet of glass, or in one notable case, a fully grown cow . The bikes only have two gears, poor throttle response, and brakes which don't appear to slow you down even when the lever is squashed in a vice-like grip into the handlebar. The locals laughed hard at me riding it around – and called out “novice!”, slapping their knees hard. It was too hard to explain that I've been riding for 20 years and my own bike is a 1300cc Yamaha which needs to be ridden very differently indeed. A novice boda-boda rider I shall remain - at the mercy of weak drum brakes and trampoline suspension. But I did it and survived – and would love to go back to Uganda, riding the length of the country on one of these quirky machines. Everyone has them, and it appears that any breakdown can be fixed with a stick and a hammer – a type of mechanics even I can cope with.

Did I say Mrs Bennett climbed up on the school's water tower? Twice? I didn't? OK, I'd better not then, just in case. Nor that she reported a bendy, sheet metal roof unlikely to sustain the weight of a Dr Easterbrook – at least double a Mrs Bennett!

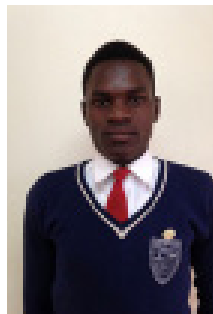
We were also involved in an



ATIM LEONARD
Lost his father. One of 11 children being cared for by his aunt and uncle. Loves football. Hopes to become an engineer.



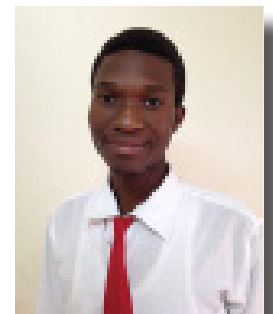
ABURA JASPER
One of 4 children. Lost his father in 2015. Supports Manchester United. Loves music. Hopes to become an engineer.



OKABO SANTOS
Lost his father. Only member of his family attending school. Hopes to become an engineer. Representing Dr Obote College in National Athletics



ADOKO DENIS
One of six children. Father is a primary school teacher and mother a subsistence farmer. Hopes to study medicine.



OJUNGU BERNARD
Lost his father. Loves football, hockey and swimming

impressive assembly, ate local delicacy Sim Sim with everything, visited an Orphanage, met Bishop Charles, visited Lira University. In addition, we also marvelled at the lack of health and safety precautions taken by a workman spot-welding the fire escape at the hotel, welding in a tshirt with no gloves or eye protection, hanging outside of a third-floor stairwell and showering the wooden roof below with hissing orange teardrops of metal.

By the time we returned to the capital, crossing the Nile one last time and winding our way south towards the airport on the edge of Lake Victoria, I had been introduced to a whole different world of experiences which make up my now more realistic and accurate vision of this fascinating part of the world, far from the rarefied vision of textbooks and narratives still infused with the hint of a colonialist past. As a head of house, it has made me more determined to ensure we continue our work in supporting the school, as an integral part of the Langton itself and out specific ethos and curriculum. I will be telling you all more about this across the year.

Pictured across the bottom of these two pages, are the ten Dr Obote College students that the Langton are sponsoring this year.

Please be in no doubt that the money we raise each year makes a huge difference to these young people, enabling them to realise their dreams of a stable education and a better life for themselves, their families and all those who will go on to benefit from the great things they will achieve in the future.

On their behalf, thank you.



Where does all the money go?

As well as sponsoring students the funds raised by the school have gone towards:

maintaining DOC's internet satellite link

the provision of mosquito nets

refurbishing the science labs

refurbishing the library,

providing an electricity generator.

In the past we have also sent over shipping containers full of books, lighting, computer parts and science equipment



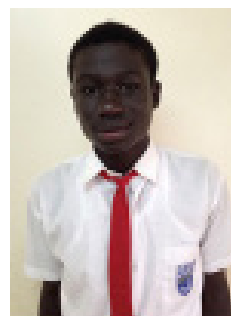
AKULLA MERCY
Lost her father and one sibling. One of thirteen children. Loves singing. Hopes to study medicine



OGWAL HENRY
One of nine children. Loves football, volleyball, basketball and rugby. Hopes to teach economics



AWOR SANDRA
Lost her mother and father. Supported by her step-brother, a subsistence farmer. Hopes to study medicine.



OGWAL KARL



ODONGO TONY
Currently the only one of five children in school. Loves football, athletics and volleyball. Hopes to become a paediatrician.

BEAUTIFUL MATHEMATICS

Proof of the Quadratic Formula

Mrs Wells shows how to derive the famous quadratic formula to find the roots of the equation

$$ax^2 + bx + c = 0$$

where a, b, c are constants and $a > 0$

$$\begin{aligned} ax^2 + bx + c = 0 &\implies a \left(x^2 + \frac{b}{a}x \right) = -c \\ &\implies a \left(x^2 + \frac{b}{a}x + \frac{b^2}{4a^2} \right) = -c + \frac{b^2}{4a} \\ &\implies a \left(x + \frac{b}{2a} \right)^2 = \frac{b^2 - 4ac}{4a} \\ &\implies \left(x + \frac{b}{2a} \right)^2 = \frac{b^2 - 4ac}{4a^2} \\ &\implies x + \frac{b}{2a} = \pm \sqrt{\frac{b^2 - 4ac}{4a^2}} \\ &\implies x + \frac{b}{2a} = \frac{\pm \sqrt{b^2 - 4ac}}{2a} \\ &\implies x = -\frac{b}{2a} \pm \frac{\sqrt{b^2 - 4ac}}{2a} \\ &\implies \boxed{x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}} \end{aligned}$$

Historical Development of the Quadratic Equations

The earliest methods for solving quadratic equations were geometric. Babylonian cuneiform tablets contain problems reducible to solving quadratic equations. The Egyptian Berlin Papyrus, dating back to the Middle Kingdom (2050 BC to 1650 BC), contains the solution to a two-term quadratic equation.

The Greek mathematician Euclid (circa 300 BC) used geometric methods to solve quadratic equations in Book 2 of his 'Elements, an influential mathematical treatise'. Rules for quadratic equations appear in the Chinese 'The Nine Chapters on the Mathematical Art' circa 200 BC. In his work Arithmetica, the Greek mathematician Diophantus (circa 250 BC) solved quadratic equations with a method more recognizably algebraic than the geometric algebra of Euclid. His solution gives only one root, even when both roots are positive.

The Indian mathematician Brahmagupta (597–668 AD) explicitly described the quadratic formula in his treatise Brāhmasphu asiddhānta published in 628 AD, but written in words instead of symbols. His solution of the quadratic equation $ax^2 + bx = c$ was as follows:

"To the absolute number multiplied by four times the [coefficient of the] square, add the square of the [coefficient of the] middle term; the square root of the same, less the [coefficient of the] middle term, being divided by twice the [coefficient of the] square is the value."

The 9th-century Persian mathematician al-Khwārizmī, influenced by earlier Greek and Indian mathematicians, solved quadratic equations algebraically. The quadratic formula covering all cases was first obtained by Simon Stevin in 1594. In 1637 René Descartes published La Géométrie containing the quadratic formula in the form we know today.

(Big thumbs up to anyone who understood any of this)

STOP PRESS! HOCKEY HERO



LN has just been informed that Former Langton student Chris Wyver has been chosen to represent Great Britain and England in hockey at U21 level which included playing in India at the Junior World Cup last year. Director of Sport, Mr Paul Lyttle said that he is delighted to see a Langton sportsman performing at the very highest levels and wishes him well.

CERN@SEA

"Why is it grey?". Just one of the very important questions asked whilst on our trip to the head-quarters of the company that produce the AutoNaut and to the National Oceanography Centre (NOC) in Southampton.

CERN@sea is one of the student led star centre projects that uses the versatile Timepix detector that is also used for the LUCID and RAY projects and in the LHC at CERN. The current project, CERN@sea, is working on creating a collection of maps showing gamma radiation in the ocean. This is achieved using an autonomous drone ship called the AutoNaut. This innovative boat is powered by submersed hydrofoils that turn wave energy into movement meaning that it can stay at sea for months at a time, and the CERN@sea group have one of their two Timepix chips stored in one of the ships sensor bays.

For almost two years, sixth form students have worked closely with the AutoNaut manufacturers to integrate their chip, and have even helped solve design issues with the ship itself. One of the students who started the project in 2015 was Toby Freeland who, since leaving the school, worked with the company on the boat.

Upon arriving at the AutoNaut USV Ltd headquarters, Toby was there to meet us, and soon introduced us to the vessels that had been collecting data for us. After a brief explanation about how they work and what they are capable of, it was the turn of the CERN@sea group to present their project to the staff at the head-quarters, who it is hoped will continue to help with the project over the next few years.

After lunch, it was off to the National Oceanography Centre where we were given a tour of the extensive and impressive facilities ranging from massive submarine ballasting tanks to biological research labs and the centres own aquarium. One of the vessels used by the NOC is a smaller version of the AutoNaut and is one of only 4 autonomous surface vessels (ASVs) the NOC owns compared to the plentiful 23 autonomous underwater vessels (AUVs) which have been around far longer, but have some

drawbacks when compared to the AutoNaut.

In the end, the day provided us with solutions to some of the problems the CERN@sea project has faces, but also further challenges that we can now work on back at the Langton. Most importantly it has inspired us to progress with the project, and also inspired a deeper interest in marine engineering and research.

Toby's Comments about AutoNaut:

After finishing my A-Levels at SLBS in 2016, I began working at AutoNaut USV Ltd, a small start-up company in Chichester before starting Aeronautical Engineering at Imperial College London. AutoNaut designs, tests and operates a class of drones called Unmanned Surface Vehicles (USVs). The AutoNaut is unique in that it is entirely wave-propelled requiring no fuel, enabling it to endure missions in excess of 6 months with very little cost.

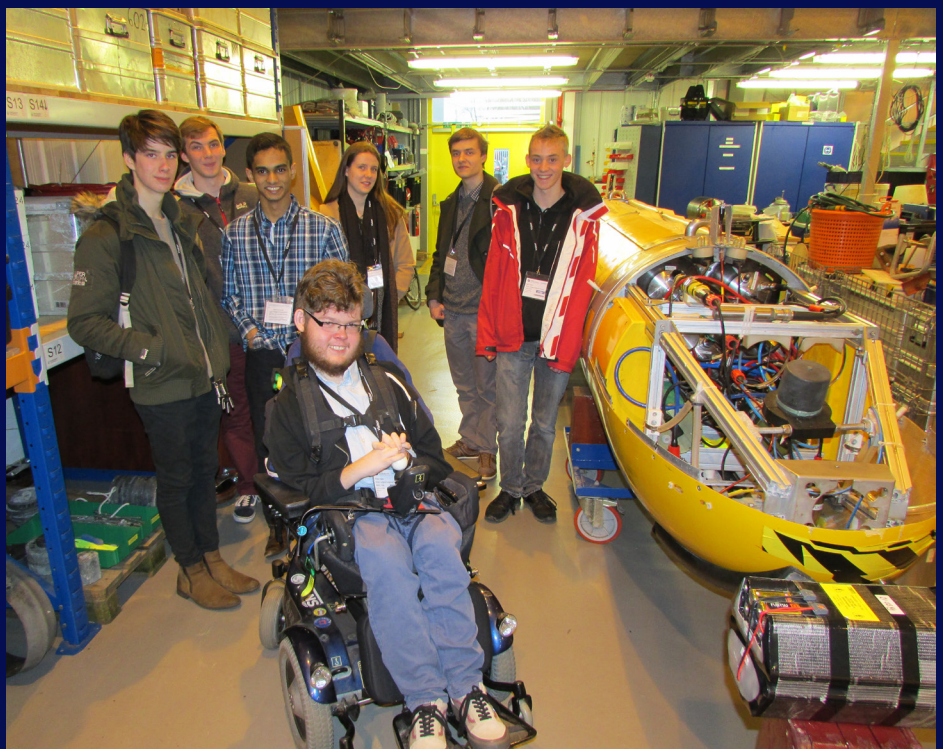
Within my first month I had spent 2 weeks in Stornoway, Outer Hebrides - operating Islay, our 5m AutoNaut, in a Royal Navy Demonstration of autonomous capability. We were primarily listening for underwater targets such as submarines and Unmanned Underwater Vehicles (UUVs) but we also had the sensor

capability to detect radar, wi-fi and phone signals being made by other 'hostile' vessels.

Not all our work is defence based. I was the lead developer on a project called <OSSI> (Off Shore Sensor Interface) written in Python (thanks Computer Science class!), which will pull together all the data from scientific instruments such as water quality, water flow rates (through out the water column) and wind sensors. <OSSI> is then able to process the data and report back over the Iridium satellite communications network to the operators and researchers.

I've never worked so hard or enjoyed working so hard in my life and I would absolutely recommend a gap year in a small company like AutoNaut for people applying for a STEM university course. The skills my A-Levels and Star Centre projects gave me have been put to great use here; never underestimate your value to a company just because you don't have a degree.

Below: The seven of us who went standing in-front of one of the National Oceanography Centre's battery powered submarines. Despite its size it can only stay underwater for 24hours at a time.



Success at the Bright Spark Awards 2017

The Kent Messenger Bright Spark awards were held this year at Discovery Park, Sandwich, on 7th July. The Langton was represented by three groups at this year's awards – the only school to get more than one group through to the final of the competition. The groups that made it through were project SoleGen, a project aiming to harness the power of walking to produce an electric current in a shoe, MBP2, a project working on the myelin basic protein and its implication for MS sufferers and the Beetles project which studies the iridescence of Beetle wing casings.

All the groups impressed the panel of experts when they presented their projects and answered questions.

The SolGen project, represented by Dragos Culica, James Mortely, Megan Denley, Louis Dale and Abishek Shenoy won recognition from two local business leaders and have been invited to visit Megger and Integrated Technologies Limited.

The Beetles project represented by Ilya Carey and Niamh Alexander won a visit to BAE systems and the MBP2 project represented by Katarina Easterbrook, Sam Goldsmith and Tom Chinnery won a visit to Benenden Hospital.



Top: Abishek Shenoy, Dragos Culica, James Mortley, Megan Denley, Louis Dale of team SoleGen receiving their prize from the judges
 Above left: Niamh Alexander and Ilya Carey
 Above: Ilya Carey with judge
 Left: Katarina Easterbrook, Sam Goldsmith and Tom Chinnery

Big congratulations go to all the students who represented the projects and thanks to Dr Dave Colthurst, Dr Barbara Kirby and Mr Dan Pledger who have all supported the projects.

Students report on their research at the Star Centre Symposium 2017

The Langton Star Centre held its annual symposium this year on June 29th. Over 100 people from the school and the public made their way to the Star Centre on the warm sunny evening to hear talks and view research posters from 11 different groups, covering research on a variety of topics including from the use of polymers to absorb water, the use of an autonomous research vessel to house a radiation detecting chip and the effects of biodiversity on wellbeing. While most of the groups were from The Langton, we were pleased to welcome contributions from Simon Langton Girls' Grammar School and Canterbury Christ Church University as well. Keynote addresses were given by Professor Becker Parker, founder of the Institute for Research in Schools and Professor David Fox, founder of Vulpine Science. An informative and enjoyable evening was had by all – look out for our 2018 symposium coming during the summer term if you would like to find out more about research at The Langton!

HELLO DARK SKIES!

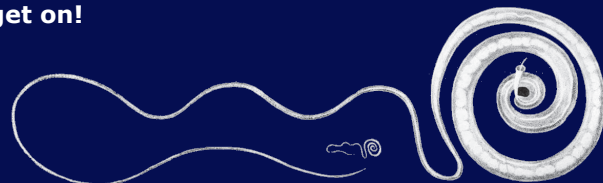
Stargazing live 2017-2018 commenced on Friday 6th October in the Langton Star Centre with over 130 people in attendance. There were two student talks at this event with Tom Newton presenting his work on the implications of cosmic rays for space travellers voyaging to Mars, and Abhishek Shenoy and Elliot Fox outlining their research using data from LUCID to determine the origin of cosmic rays. Stargazing Live events are always well attended and will run at the Langton Star Centre On the first Friday of every month starting at 7.30 pm. All age groups are welcome to come and use the Langton Observatory, see space, listen to talks from experts and take part in space related activities.

We hope to see you there!

WATCH THIS SPACE!

The Langton Star Centre is pleased to announce some new projects this year. We will be working on partnership with BAE systems to design a rover that could deliver a scientific instrument package to Mars. We have also developed a partnership with the University of Kent and will be using Gas Chromatography Mass Spectrometry to analyse the contents of vaping solutions. In partnership with the Institute for Research in Schools we will be decoding the DNA of the Human Whipworm and investigating the properties of ionic liquids.

Look out for our Star Centre Symposium in the summer to find out how we get on!



above: Trichuris trichiura (human whipworm) ewwww!

ntre

The Butterfly Project

report by Luke Rennells Yr 10

To most Langton News readers, this will be an unfamiliar and rather strange name. It is the title of a project in the Music Department, employing the help of a range of students (including myself) to develop a unique piece of technology. Since the likes of it have never been seen before, here's how it works...

The Butterfly Machine was originally thought up by 6th Form student Cal Hewitt, combining his passion for music and computing. It began with experimenting how movements and a Kinect sensor could be used to interact with music spatially through a Python program. This developed into the idea of interacting with paintings to produce sounds. The initial test was with a butterfly exhibit (hence the name) at the Beane Museum on Canterbury. Loops of music were mapped to points on the painting, and through the sensor, a circle of interaction on the painting would play the music wherever the user pointed. The Butterfly Machine was born! We now aim to help visually impaired students appreciate artwork through this aural interpretation.

Fast-forward to July 2017. Having introduced the idea to KS3 students, a team was assembled to develop the first prototype of the Butterfly Machine at an exhibition on Friday of the same week. This included Mr Navarro-Pollott as project manager, Cal Hewitt as the producer, A-Level design students Dominic Schoen and Shannon Keough, and a group of composers, including Gabriel Johnson as cinematographer.

So, off we went to the Beane Gallery for inspiration, inventing melodies and motifs for every aspect of our chosen paintings. In future we hope that artists

themselves will present their own aural version of their pieces, not limited to music. Happy with our impressions, it was back to school with us to bring our ideas to life using software such as Sibelius or Logic Pro X, or recording us playing everything from violins to a tuba.

Meanwhile, the design students were hard at work in the workshop, creating the machine itself. The current prototype reuses a shopping trolley, which was cut in half. It consists of a touchscreen laptop with the software loaded, a Bluetooth speaker, a Kinect sensor, and all the wires in-between. The idea was to create something mobile and easy to use. The software, too, is easy to understand. Musicians can create their own individual tracks as sound files. Each file can be placed as a green dot on a picture, so that if the hand is detected over it, it will loop in time with the rest. To the user, they are presented with a list of the paintings, which when tapped on, will activate the specific project. They can then move around, zoom in or out, and experience the music of the painting, all with their hand.

After some rehearsals, we packed up and headed for the Beane. We had everything we needed for the reveal at the Friday exhibit before an audience of the blind, partially-sighted and anyone else who wanted to have a look! There were live performances of an extended version of an ensemble piece ('A Canterbury Pilgrimage') I composed

originally for the Butterfly Machine, a lyrical song with piano backing by Greg Schoen and Sonny Sheehan, and even Acey Court's one-man tuba piece with a loop station! Following that, everyone got a go with the Butterfly Machine first-hand. Everything went perfectly, and everyone left satisfied. The Butterfly Machine was in business!

This was followed in August by another workshop at the Beane Museum for blind and partially-sighted children and adults, and again in September, when the Butterfly Machine became one of the star attractions at the museum's 5th birthday celebrations.

Looking ahead, we will continue to work on developing the Machine through to the New Year and beyond! The ultimate ambition is to create at least two fully-





certified copyrighted prototypes of the Machine for public use, with one at the Beaney. Also, we hope to have five more 'shells', if you will, available for purchase by other establishments.

Cal may also work on creating an open-source version of the basic software for use in schools. We hope to make this all possible with the help of grant funding, and hope to show it at an RNIB 'Sensing Culture' conference in February 2018, so that our invention can be an asset to music departments and galleries alike. But, fundamentally, we just want to help those who are visually challenged, aspiring composers, and, indeed, anyone else, to experience art in a completely new way, and appreciate an entirely new depth to every piece.



We encourage anyone with interest in the powerful potential of music to contribute to this amazing long-term project.

For those interested, here is a video summarising the above https://youtu.be/sdycjoCjM_Y - or you could just search for 'Langton Butterfly Project' on Youtube!

The following Organisations kindly supported the Butterfly Project



LANGTON CHAMBER CHOIR IN TOP CHOIR KENT GALA 2017

Report by Charles Noble

A few months ago the Langton Chamber Choir was selected to perform in The Shirley Hall at The King's School as part of the Top Choir Kent Gala 2017. This was a huge honour for us as we were able to showcase our singing talent to a large audience as one of Kent's Top Choirs. The evening's entertainment was broadcast on BBC Radio Kent, following an earlier interview by Mrs Renshaw-Kidd and airing of last year's Commemoration performance of Parry's *I Was Glad* in Canterbury Cathedral.

We performed alongside five other choirs, who ranged from the youngest performers of the evening, "Elham Valley Voices" to last year's winners, the "Kentones". Amongst our selection of music was Gerswin's *Summertime* and a *Pirates of Penzance Medley*, in keeping with the "Songs from the Shows" theme for the event.

We all really enjoyed performing the *Pirates medley* having previously



performed the original operetta over three nights in February. The audience really appreciated our performance and many of them came up to us during the interval to congratulate us.

The Musical Director of the Gala was John Harris (pictured above, who was the Headteacher at our school for twenty-three years) and he was particularly proud of and impressed by our choir. The last piece in the concert involved all six choirs (plus the audience) taking part in a communal rendition of "Do you hear the people sing" from *Les Miserables*. This performance was a great way to end the already amazing concert. Overall, the whole choir felt that the concert was a huge success and a great opportunity for us to showcase the enthusiasm for and high standard of singing at the Langton.

Pictured below: A Level Music students who performed in the *Spiegeltent* as part of the Canterbury Festival lunchtime concert sessions



KS3 MUSIC ESSAY PRIZEWINNERS

Year 8

- Fred Baxter – Music, Anthropology, Beauty and Dissonance
- Joshua Jose - "How Does Film Music Affect Atmosphere and Emotion?"
- Will Murphy - "Can Music Help You Study?"

Year 7

- Sehej Singh - "Music and Education"
- Niko Hodges - "How Does Music Affect The Brain?"
- Talha Salam - "Music and Education"

Year 9

- Luke Rennells – "Aspects of science in music"
- Josh Matheson – "How is music used as propaganda?"
- Arthur Clarke – "Does music have any positive effects on dementia?"

Year 9 winner Josh Matheson's essay on how music can be used as a form of propaganda is on the following page.

HOW IS MUSIC USED AS PROPAGANDA?

BY JOSHUA MATHESON- 9 BURGESS

For a great number of years, music has been recognised as having great power to influence how one thinks and acts. As such, it is often used as political propaganda—sometimes to positive effect: other times not so. In this essay, I will examine two ways in which music has been used as propaganda, analysing an example of each.

Nazi Germany is known to have been a hateful, discriminatory society that persecuted minorities persistently. Adolf Hitler used a great number of different mediums to persecute political enemies or other “undesirables” and one that he used to particularly great effect was music. In the 1930s, across the Western world, Jazz and Swing music increased hugely in popularity, however the Nazis strongly disapproved, viewing such music as degenerate, due to the fact it was often composed by people of African descent. In addition to Jazz or Swing music, any music that was composed by somebody non-aryan, was viewed unfavourably by the Nazi party, so by extension the German public. The organisation responsible for the enforcement of Nazi musical censorship was the Reichsmusikkammer. The RMK not only denounced “degenerate” music, but it also promoted music that was considered to be “Good German Music” such as music by Wagner, Mozart and Beethoven. The careers of several prolific musicians were damaged or even destroyed by the RMK, for example Leon Jessel, an operetta composer who was subjected to a boycott of his music, torture and finally murder due to his Jewish descent despite holding nationalistic, traditionalist views as well as his music being loved by Hitler.

An example of music promoted by the Nazis is “Heil Hitler Dir”, an orchestral, classical piece of music. It must be noted that the music itself is completely unsuggesting of the grotesque message it portrays. The song is major, relatively jaunty and

energetic, reminiscent of the kind of music one might hear in a Disney film of the same time period. However, the lyrics are unashamedly and blatantly racist, divisive and war-mongering—traits that were at the very heart of Hitler’s regime. Integrated into the lyrics are phrases such as “Give Foreign Jews no place in your Reich” and “Aryan blood shall never perish”. To the modern mind, it is almost unthinkable that such callous and cruel words could be so jauntily sung without regard to their meaning, by a whole nation. One must ponder whether or not the music is the true reason for this: if the music had been slow, minor and staccato, would people have been so willing to sing it with such pride? Did the music disguise, or at least validate to some extent, the meaning of the lyrics?

While the Nazis showed that music could essentially stop people from thinking, music can also do the opposite— it can make people think differently. A prime example of this is the protest song, when melody, lyric and rhythm, come together to produce what is essentially a piece of propaganda designed to convince people to think in a different way.

The impact of this genre must not be underestimated and it’s influence on the events of the late 20th century were enormous from the release of Nelson Mandela, to the decriminalisation of homosexuality, to increased diplomacy with the USSR during the height of the cold war; protest songs have left an indelible mark on the 20th Century. Moreover the protest song genre is arguably the most versatile genre of them all, because the protest song can be of any genre— it can be a country song (like Blowin’ In The Wind by Bob Dylan) , it can be a jazz ballad (like Strange Fruit by Billy Holiday), it can be a heavy metal song (like One by Metallica), it can be quite literally anything.

In my opinion, one of the great-

est protest songs ever written was Imagine, by John Lennon. It has minimal texture, a simple repetitive melody and a minimalistic piano accompaniment. Notably, the backing of the piece is consistent with the message delivered by the lyrics— Simplicity, peace and serenity. Although, as with any protest song, the lyrics primarily deliver the message of the song. Stripped back, simple and accessible best describe the lyrics; they are in no way pretentious or particularly poetic, but offer a different vision for the future: one where “the world can live as one”. Musically, Imagine is, in my opinion , nothing short of a masterpiece, however its success is its lack of specificity which is often the downfall of other protest songs. Imagine can be applied to a vast range of circumstances, from an anti-war protest, to the aftermath of a terror attack. There is abundant evidence of this song’s success and one example is a quote from former US president, Jimmy Carter: “in many countries around the world—my wife and I have visited about 125 countries—you hear John Lennon’s song ‘Imagine’ used almost equally with national anthems.”

National Anthems themselves are a key topic when analysing music as propaganda because national anthems are possibly the most widely recognised piece of state produced propaganda that still exist across the world. Typically, national anthems evoke a sense of patriotism and pride in the audience, by drawing upon traditions, successes and the history of a nation in lyrics, and opulent orchestral music to accompany them. However some countries have used national anthems differently, for example East Germany, which used it’s national anthem “Auferstanden aus Ruinen” to deceive the outside world of its intentions as well as the reality of living there and France, a country which used it’s national anthem to unashamedly evoke xenophobia and militarism in the population, despite claiming to have

progressive and peaceful principles. While the French national anthem has a major key and jaunty melody, it contains lyrics such as "slit the throats of our sons, our [female] companions" and "to arms citizens, form your battalions, Let's march!". As I have previously indicated, these lyrics appear to have no purpose besides to evoke hatred, militarism and xenophobia in the French population- a hypothesis supported strongly by the history of the song. In fact, the song was originally written by De Lile in 1792 as a call to arms to the people of France- a reaction to France having declared war on Austria.

Written in 1949 by Becher and Eisler, Auferstanden aus Ruinen was engineered from its very conception to deceive the world of life in East Germany. While East Germans were punished severely for having "incorrect opinions" and while children of non-Communist party members were prevented from studying, Auferstanden aus Ruinen describes a nation where "a free generation rises up".

While East German officials assembled a wall, separating east and west Berlin, the East German population sung of "Germany, united fatherland". And while starving east Germans were shot as they attempted to climb the Berlin wall to safety, the population was told to sing that "happiness and peace be granted". The lyrics are not just contradictions, they are blatant lies - lies which attempted to paper over the cracks of a flimsy regime. The national anthem of East Germany is an example of music being used to bolster a failing, merciless regime- for the benefit of the privileged few. Deprived of the musical element, essentially becoming a poetic recitation, would Auferstanden aus Ruinen have had the power to conjure pride in the East German people in their country? Would the picture painted by the anthem have been so bright and alluring without music? To both questions, I believe not.

Music is incredibly, widely enjoyed and is integral to most cultures around the world; in politics, music can be used as a tool to change the world - for

better or worse. I believe however, that music is best kept away from politics because it is simply too easy to weaponise, as was demonstrated so clearly by Adolf Hitler and Joseph Goebbels. The brainwashing of a nation is, in my view, far more dangerous and damaging than protest songs are beneficial. Music can change the world for the better, but can cause untold damage when manipulated for political reasons.

Below: Adolf Hitler (front row on aisle) listens as Wagnerian conductor, Dr C Muck, leads the Leipzig Orchestra.



On Monday 2nd October, 35 members of The Langton's Junior Singers had the opportunity of a lifetime to perform alongside the National Theatre cast of War Horse. The project was entitled 'Return of the Unknown' and it took place in the Dover Cruise Terminal - the original station building that was constructed in 1914, at the outset of World War 1.

Students lined the edge of what was once the station platform and performed the song 'Only Remembered' from the show, War Horse.

Afterwards, a procession moved slowly through the lines of young men, and carried an empty coffin to symbolise the Unknown Soldier. It was an incredibly moving and dramatic piece of theatre; a very special and proud moment for everyone involved. At the end, students had an opportunity to meet 'Joey' the puppet horse which was a real treat.

As a reward for their efforts, the students were given free tickets to go and see a dress rehearsal for War Horse at Canterbury's Marlowe Theatre. This was another rare insight into the production and performance processes of an award-winning theatre show.

Year 8 student Niccy Busuttill who is pictured on the front cover at this event, writes about his experience below.

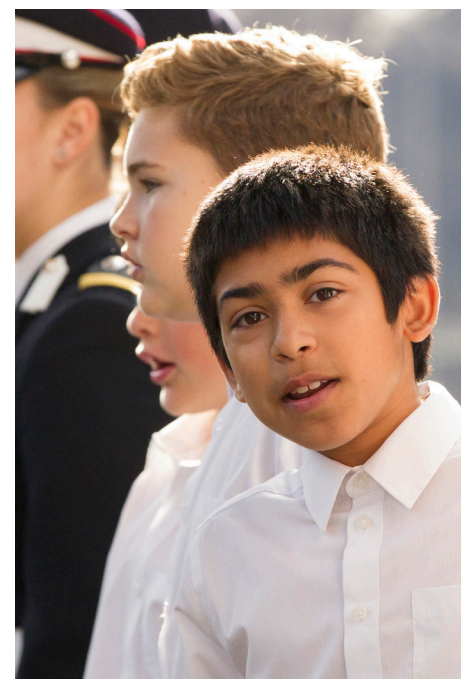


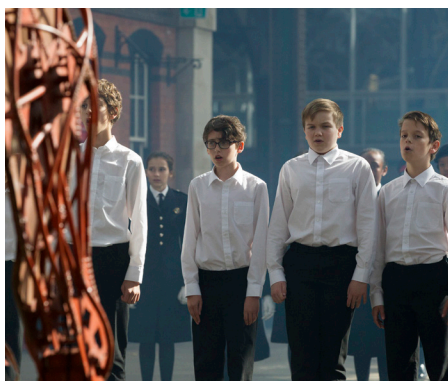
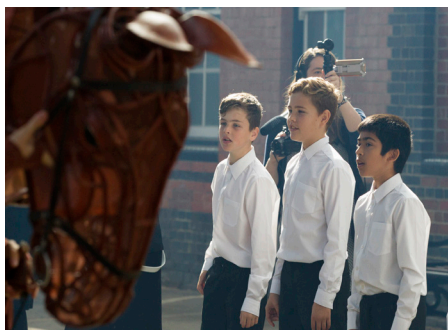
THE WONDER OF WAR HORSE

I was lucky enough to be one of a small group of boys from Years 7 and 8 (mainly Junior Singers) who were invited to the Marlowe Theatre to see a dress rehearsal of the play War Horse. The play is about a boy called Albert and his horse, Joey and their labours through WW1. Joey the Horse is actually a puppet, controlled by three people, one each for the head, the thorax and the hind quarters. Although one of the men stands directly beside the puppet's head, you are so immersed in the story, you forget completely about him! This feeling of engaging yourself in the plot was really brought out with the realistic movements the puppet makes and noises the puppeteers made. Some noises were quite scary, including the deafening bangs the guns made when fired and the turning and

churning of the tank's wheels as it traverses through the mud. During the interludes between scenes in the play, a man wearing a farmer's outfit would come on and sing a folk song, sometimes with a chorus in the background. One of these songs was 'Only Remembered'.

A week later we headed off to Dover to join the cast of War Horse to sing in remembrance of the unknown soldiers who died in WW1, a 100 years ago. We rehearsed for the event in Junior Singers and on our own at home. We sang 'Only Remembered'. I think we performed well. We all really enjoyed the play and the trip to Dover. It was a huge honour to be asked to sing our hearts out to acknowledge the men and women who died so that we could live in peace.





Langton boys pictured: Jadon Pareira, Connor Fitzgerald, Joe Cobb, Niccy Busuttill, Silas Franks, Joe Cobb, Edward Gerering, Pascal Sleigh, Alex Buckels, Ed Lipsom-Green

All Photos by Tim Stubbings

Missing You Already!



On Friday, 30th June the music staff said goodbye to a group of Year 13 students who have been a significant and integral part of the music department family for the past seven years. The students gave a "Final Bash" concert, in aid of music department funds, performing music from Pink Floyd to Mozart's Clarinet Concerto with the school orchestra. It is always difficult to say farewell to our students, but we will particularly miss this talented, enthusiastic and dedicated group of musicians. Two of the students are going to study music at university, but we hope that music will remain at the heart of all their lives for years to come.

EXAM SUCCESSES

Congratulations go out to the following students for recently achieving the level of Grade 5 or above on their musical instrument.

Piano: Endri Mjeku Grade 5 (Distinction). Fergus Carver, Matthew Clayton, Tom Lampard all Grade 8 with Distinction

Trombone: Gregory Schoen, Grade 5, Tom Brookes (Distinction) Grade 6. Fraser Coupe Grade 8

Baritone: Olly Scargill Grade 7 (Distinction), Tom Lampard Grade 7 (Distinction)

Cornet: Henry Blake Grade 5

Trumpet: Jacob Pullen Grade 5

Flute: Carlos Ignacio Grade 5, Harry Butcher Grade 5

Tenor Horn: Harry Veugelers Grade 5

PRESTIGIOUS AWARD FOR LANGTON MUSIC

The Langton has been awarded a Silver Certificate by the Incorporated Society of Musicians.

This means that more than 15% of all the school's GCSE students achieved an A* to C in GCSE music.

Deborah Annetts, Chief Executive of the ISM – the professional body for musicians – congratulated the school, saying:

'We are delighted to recognise The Langton's achievement in music and celebrate the commitment to music education shown by the school in their high uptake and high achievement of pupils'. 'Music is a valuable subject, it brings value in itself to pupils as well as supporting achievement in other subjects. Music also opens doors and generates educational opportunities for pupils from all backgrounds. We are delighted that the Langton values music within their school curriculum and as the professional body for musicians and a subject association for music education, we are delighted to recognise this high level of achievement with this certificate.'

The certificate is awarded by the Incorporated Society of Musicians (ISM) and the ISM Trust (www.ismtrust.org).

what a year!

5 * Award winning Edinburgh Fringe Theatre company, "Half a String" led our Research & Devising with A level & GCSE students

Alumnus Jonathan Tynan Moss, professional actor (RCCSD) with The Pop Up Globe inspired with Acting Workshops

International Dance Theatre company Jasmin Vardimon shared repertory and physical theatre training skills from PARK and Pinocchio with GCSE and A levels

Restoration Theatre came to life for Year 13 students at The Theatre Royal Margate

The Merchant of Venice was our Shakespeare Schools' Festival 2016 production at The Gulbenkian Theatre. Langton's cast brought Shakespeare's notoriously difficult play to a new audience with huge success.

And former Langton student Cary Ryan (pictured below) has been performing professionally in a national tour of 'Hamlet' with The Changeling Theatre company before starting his full time actor training at University of Plymouth.



It was a wonderful year for Langton Drama with performances in The Gulbenkian Theatre and at school for Year 9 Drama Club, GCSE Years 10& 11 and A level Years 12 & 13 with spectacular examination performances....and yet the very best event was the arrival of beautiful baby Rosalind to Miss Taylor, Head of Drama, on 10th June.

Acting Head of Drama, Mrs Passfield gives a quick snapshot some of the memorable events during last the last academic year

Restoration Comedy

at The Theatre Royal Margate -A level theatre tour and workshop- March

A great day visiting the Theatre Royal. Backstage tour and behind the scenes technical guides. History of restoration theatre and how the Theatre Royal Margate developed and changed repertory since regency theatre up to he present day.

Year 13 toured Backstage and Front of House learning the history and development of the theatre then were on stage in practical acting on stage workshop, rehearsing prepared scenes from the 18th century comedy 'The Recruiting Officer' by George Farquhar.



The Crucible

GCSE examination performance- May Arthur Miller's gripping play about truth, power integrity and loyalty tests human spirit to its limit.

Act One and Act Four extracts were performed by two groups and assessed towards their GCSE grade. Laurie Brandon designed and operated lighting for both pieces.

Cast: Act One: Ethan Fisk as Rev. Parris, Torrin Powell as John Proctor, Freddie Baxter (guest actor yr. 8) as Betsy Parris, Dylan Chiaramello as Mr. Putnam, Joe Blake as Mrs Putnam, Tala Memott as Abigail, James Mellon (guest actor yr. 9) as Susannah.

Act Four: Hyu Brumfitt as Danforth, Qunicy Naidoo as Herrick, Ethan Norris as John Proctor, Louis Hollnad as Rev. Hale, Kiren Santosh as Rev. Parris and Patrick Glynn as Elizabeth (Goody) Proctor.

Context: Written in 1953 socio-political comment on the McCarthy 'witch-hunts' Miller's play dramatises the Salem witch-hunt of the 17th century and the audience is drawn into the destructive and purifying heat of the crucible itself. The Act One group staged their scene 'in the round' making the audience feel fully immersed in the action, whereas the Act Four groups use the distracting effect of the 'end on staging' to confront the audience with the misuse of justice and power by church authorities and shocked with a surprise ending in which the hero walks, in stark white light, through the audience to the gallows.

LANGTON Drama



Devising Theatre Research Workshops

Physical Theatre - Vardimon Dance Company – workshop with professional physical theatre actor and dancer, Esteban

GCSE and A level drama students worked on physical theatre skills in high energy workshop based on Jasmin Vardimon's pieces PARK and Pinocchio

Puppetry & creating character – 'Knuckle and Joint' & 'Half a String' companies

Bringing a puppet to life – breathing and moving Creating a puppet from objects and devising a scenario based on the physicalities of the puppets. Finding how to play and create devised theatre.



ARTS AWARD Evening

6th July: Silver and Bronze awards showcase in Music, Visual Arts and Drama.

And the final event of the year was our vibrantly exciting Arts Award evening showcasing the independent arts projects and research carried out by boys working towards their Bronze and Silver Arts Awards. Huge thanks and congratulations to Mrs Kim Collman who guided, mentored and encouraged the boys in every stage of their work bringing them to an excellent standard for the evening. Arts Award projects included individual projects in visual arts, photography, installations, music technology apps. Drama adaptation of 'The Woman in Black' with workshops and live music performances.

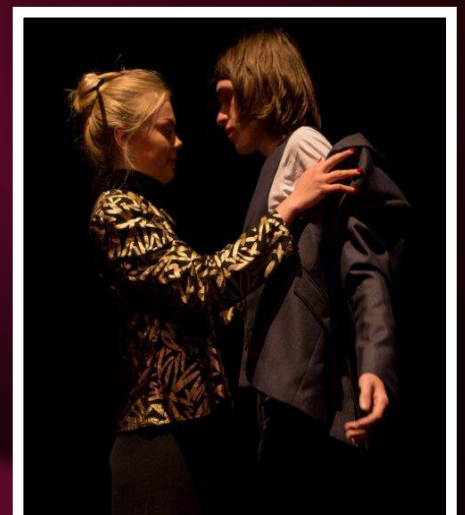
Many thanks to the audiences who attended and warmly supported all the Drama Department and Arts Awards events – it is super to share all this excellent work with friends and families who encourage Langton creativity to thrive beyond the classroom or studio.

King Lear

2017 Schools' Shakespeare Festival at The Gulbenkian Theatre.

PLOT SYNOPSIS

In our modern-day version, Lear is retiring as director of his global media empire, which he plans to divide equally among his family, but his ego, arrogance and stubborn pride leads to a series of disasters and tragedies for his whole family. The ambitions and values he once lived by are crushed, and he is driven almost mad before he can see the truth, recognise his errors and ask for forgiveness.





Portrait of an Artist: Seth Martin

Seth is a Year 13 artist whose work has developed from conceptual based themes of 'films that were never made' into quite abstract compositions on canvas. Initially Seth's art was based on the imagery of movie posters. He would form a film in his imagination and then create a poster for that film, usually starring one of his friends.



The poster shown right is of an imagined film called 'Safe Haven', starring his friend Sanchia Rusike (also a Year 13 student).

Seth then became interested in the torn collages of the Italian artist Mimmo Rotella, and he used this idea in his posters making them appear as if there were ripped billboard posters, laid one on top of each other, but enabling the viewer to see the original poster beneath. Recently Seth's work has become more abstract - still with some subtle references to film text and imagery - but now with more of an emphasis on the textures and shapes that are created when torn paper is overlapped.

Seth is looking to pursue Art next year at university. Remember where you saw his name first.





HANGING OUT IN THE ART ROOMS

If you had gone into the art rooms in the first few weeks of term you could not have helped noticing things hanging from a washing line strung across the studio. As a 'get to know you' session the new Year 12 students (all 40 of them - the largest Year 12 Art group ever) were given the task of drawing, painting or sculpting what they saw.

From left to right: Glove by Chester Morrell, trainers by Billy Richards (2 pairs), Fin Steeple, Tom Rowe, boot by Eben Gidney

Staff talent goes around & around

Langton staff are also showing their artistic talents. 20 members of staff have joined the Langton Sketchbook Circle. Art teacher Miss Rondell, who oversees the circle, sets a new task each month and everyone passes their sketchbook to the next person in the group to complete the task before it is passed on again.

Pictured here are three works based on the theme of a 'March Hare'. The current task is to produce a portrait of someone else in the circle. The results will be published in the next edition of Langton News.

Congratulations are due

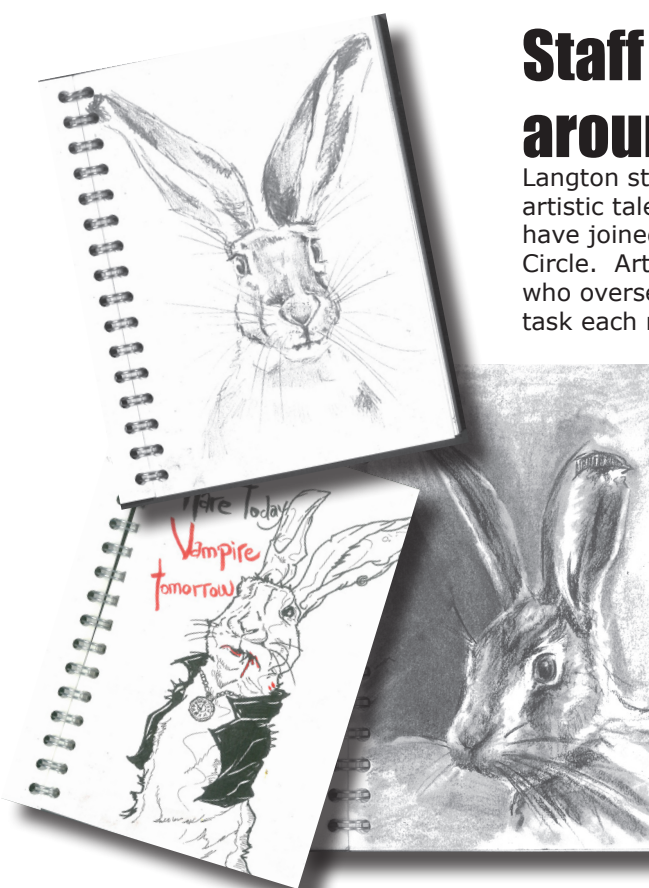
to the following students for their amazing achievements in art:

Melissa Orr (Year 13) was one of only 49 students nationally to have her painting selected out of thousands of entries to be exhibited in the Royal Academy Summer Show for Students.

Aaron Salter (Year 13) was voted Most Promising Young Artist by Turner Contemporary

Hollie Joiner and **Jess Averbeck** joined a very elite group of talented artists when it was revealed that they both achieved 100% in their A Level Art exam in the summer.

The art department could not be more proud of them all.



TWO CREAKING KNEES AND A DODGY HIP

Mrs Bennett's Marathon Madness



It's been 15 years since we established our link with Dr Obote College. As part of the link, each House sponsors two students a year.

In recent years I've undertaken fundraising events to contribute to Burgess House's sponsorship of students. This year, between us, members of Burgess House have the target of raising £600 to cover the cost of school fees and boarding for Ojungu Bernard and Adoko Denis Dicko.

In August 2016 I hit on the idea of attempting to complete a minimum of one marathon a month during the school year. It sounded doable when the idea popped into my head; getting it done was a whole different matter.

I kicked things off with a six-hour challenge event at Samphire Hoe on 1 September. Six hours to knock out 26.2 miles shouldn't have been too difficult, but the week before I'd put my back out lugging my bag back from holiday. Half way round I was struggling to stand upright, never mind run. A combination of painkillers, peanut sandwiches and a refusal to quit at the first hurdle got me round, albeit in an embarrassingly slow time.

Two weeks later and I was on the start line of the Kent Coyote Marathon, in Gravesend. Thankfully my back was improving and the miles ticked by without too much drama.

When you're a slow runner like me, a marathon is a strange thing. You start off wondering how on earth you are going to make it to the end. A few miles in, you start chatting and you can't think of anything you'd rather be doing. After a brief spell of elation as you reach the half-way point, the realisation that there's a long way to go kicks in. By 20 miles your legs have had enough, most of the people around you have retreated into their own world of shoulder-slumped silence and you start wondering why you thought paying to inflict this on yourself was a good idea. When the final mile comes into view, you speed up to a respectable shuffle and you cross the line feeling invincible. The next day your legs remind you that that they are not invincible and your brain struggles to string sentences together. Two days later you've conveniently forgotten the hours of discomfort involved.

After a hilly 33 miler in October, and with an end of November marathon booked in, I started to look for a December event to enter. It hadn't occurred to me that there wouldn't be many marathons on offer around Christmas and with a local New Year's Eve one already fully booked, my only option was to go for a start of December one. Unfortunately that meant I'd have to do two marathons in a week. Still, it taught me a valuable lesson. Any marathon is difficult; two in a week is well, let's just say that the language going through my head as I battled along Dymchurch seafront into a headwind, during the second one, wasn't pleasant.

New Year's Eve saw me celebrating by tucking myself up in bed early, ready for a New Year's Day marathon at Betteshanger Park. I must confess to a degree of smugness as I jogged my way round, while a significant proportion of the population was waking to New Year's Day grogginess.

January saw me squeeze in a second chocolate themed 30-miler, with a David Bowie marathon following in February. March came round quickly, with an unseasonably clear night for the Moonlight Challenge, an eight-hour timed event on farmland near Reculver. With a double trail marathon planned for June I knew I needed to notch up some miles. I got to marathon distance feeling remarkably good, before plodding onwards to 39 miles. By the end, in the early hours of Sunday morning, I was feeling less than spritely.

The one real bonus of regularly running long distances is that you get to eat whatever you want; cake, peanut butter sandwiches, fudge and cheese scones are my fuel of choice, usually followed by pizza when I get home.

I snuck in a second March marathon, giving me four weeks to recover before April's London Marathon. I'd been lucky enough to get a place through my running club, after missing out in the main ballot for the thirteenth year on the run. Even if the idea of running a mile fills you with horror, I'd recommend putting London Marathon on your bucket list. The atmosphere is indescribable as you line up alongside first time marathoners and seasoned runners alike, each with their own reason for making it to the start line. I'd set my heart on getting a personal best and so made the rookie mistake of

setting off too quickly, determined to hang onto the 4 hour 15 pacer. I clung onto them until 15 miles and then slowly watched them stretch the distance between us. I still ended up with a five-minute personal best, but it was hard won. With a handshake from the Duke of Cambridge at the end and my medal hanging around my neck, I quickly forgot about the four hours of misery leading up to it.

Two weeks later was a more relaxed affair, as I ran in my pajamas around a London Park, not caring how long it took me to get round, as long as I finished in under 5 hours. 150 or so adults running around in a park in pyjama's on a warm Spring day; I can't think why we got strange looks from passers-by.

June brought a local marathon at the start of the month, followed by Race to the King, 53 miles of the South Down's Way. This was the one I'd been looking forward to, or dreading, in equal measure. I'd finished it in 2016, so I knew what I was letting myself in for. On the one hand I knew I could do it, on the other, I knew how hard it was going to be. A few miles from the start I tried not to laugh when a man running alongside me said he hadn't run further than ten miles before. He'd felt good after that, so was certain he'd be fine. I didn't have the heart to tell him otherwise; sometimes ignorance is bliss.

If you've ever walked parts of the South Down's Way between Arundel and Winchester, you'll know how beautiful the route is. You'll also know that you have to earn those views, with 1500m of ascent along the route. At the lunch pit stop I filled myself up on pizza, pasta and cake, before setting off again, with 30 miles still to go. At the later pit stops I could have hugged the volunteers who fed me porridge and peanut butter/banana sandwiches. It ended up taking me 12 hours 39 minutes to cross the line in front of Winchester Cathedral, an hour faster than last year.

To take my total for the year to sixteen (ten marathons and six ultras), I had one more event booked in for July. Unfortunately, a

last minute change in the timing of a visit to Dr Obote College, meant I was in Uganda when it took place. To make up for it, on the first week-end of the summer holiday I drove up to Northampton and ran a rather damp 29.5 miles in the Beatrix Potter Challenge.

During the year I've regularly had people ask why I hadn't picked an easier challenge. I've got two answers to that. Firstly, having had the pleasure of visiting Dr Obote College six times, I've seen first hand the difference sponsorship makes to the students we support. During July's visit we got to meet six students previously sponsored by Langton; three are now working in the medical profession, supporting others through their schooling, while the other three are receiving government scholarships for their university education, having excelled in their A Levels. My second reason is more selfish; we all have our perceived limits. I'm a firm believer that wherever we think our limits lie, if we have the self-belief to push ourselves beyond them, the chances are we'll succeed. Did I think I could run more than a marathon a month when I started out last September? Absolutely not. Am I glad I gave myself the chance? Absolutely (although my knees and hips may give you a different answer).

Thank you to everyone who sponsored me.



The Button

A short story by
Rose Pettengell, Year 13



Always boastful and full of himself, he was the only son of the mayor of our town down in Devon. He was a spoilt lad with broad shoulders and a big head; a mop of thick brown hair was plastered upon his head which always looked sleek and unnaturally perfect. His father made sure he attended a posh, expensive private school in the county of Kent and here he gave himself complete authority.

It was the first day of term, 1st September 1914 and the heavy sound of church bells rang out from every church in England, "War has been declared, war has been declared". From that hour on for the next week, all the schools in the country were filled with excited, young boys eager to get home and sign up for the greatest tragedy in their short lifetime.

Piers was the name of the mayor's son. He wasted no time in bragging about his guaranteed position as officer in the army and spoke of nothing else 'til the next week when he signed up. In his dark green uniform

he marched proudly from the cheering town with his fellow shoulders behind him, although he thought himself much bigger and better than any of them. For the first month, Piers and his recruits were posted in Dunkirk training camp in France.

From day one the Sergeant-Major drilled every exercise into each boy so that by the end of every long day all any one of them could do was collapse onto their camp beds and sleep, a blessing that was all too soon going to be robbed from their innocent, young minds. Their sergeant-major was a fat man with a red face and when he shouted not only did the buttons on his uniform threaten to give way and the stitches in his collar look dangerously thin, but a slight vibration ran through the air which almost seemed to rattle the iron fence.

The day started at seven. After a small breakfast of sticky porridge, Piers's regiment would stand to attention whatever the weather and always in the thick mud of the Pas-de-Calais. Sergeant-Major

would march in as fast as his wobbly legs would carry him and inspect every lad down the line, with the remains of breakfast down his front. He would then reach the end of the line, turn on his heels, heave the air into his lungs and exhale with his bellowing orders. This exact routine took place every day for one month.

It was November when they marched full of spirit towards the front line in Belgium. The air had become crisp and sharp and frost pinched the noses and frozen hands of Piers's young recruits. As they marched with Piers near the sergeant-major at the front, there was much talk of home and what they would have all been doing with their families. Some boys, who were younger than fifteen marched together and almost huddled, talking in forbidden voices about their families. One boy in particular was cold, lonely and sad; his older brother had called him a coward for not signing up, so reluctantly he had joined at the tender age of thirteen.

As they marched, the boy called Erik slowed his pace and his footsteps grew heavy, his head hung low and a tear tricked down his frozen nose.

"Halt!"

Erik softly bumped into his brother who shoved him away in disgrace. The march had been halted for an inspection break before reaching the next village. Erik stiffened his body but crumpled to the floor in a messy heap. The ever alert and serious eyes of Piers picked out the small



weak body of Erik like prey.

Flashes of Sergeant-Major beating him, drilling him to run faster, jump higher, move quicker and load a gun effectively all blurred his sight as he lay facing the muddy, wet road. Piers was shouting at him, "Erik Handel stand to attention this instant or you shall be beaten with the strongest hand here". Not waiting to hear Erik's moan he gave him a kick in the ribs. Erik clutched his side and gasped for air. Piers kicked him again, this time in the face. Still gasping for air he coughed, spitting out blood with tears streaming down his face.

"You're useless!" screamed Piers. "You wouldn't last one minute in battle you coward".

The recruit was silent, some looked shocked and scared others were expressionless and Erik's brother had a thin smile of satisfaction on his face.

After being hit and kicked several times by Piers, two of the soldiers had to carry him to the next camp where he was put in the hospital bay. No one dared come to see him and even when they set off the next day, his brother refused to come and say goodbye. The recruit moved on with Erik's brother now clinging like a leech to Piers.

It was now well into November and the days were dark and cold. As they marched towards the new front line of trenches, they could hear the sound of gunfire and as they grew closer each boy looked about him-

self in silence. They arrived at the rear line and were met by soldiers who were currently posted there. They were muddy, tired, wounded and unkempt; a disgraceful sight to Piers who always liked to look proper. He said what he thought of them to a soldier, threatening to dock his wages for a slovenly appearance, but the soldier just said, "You can jeer all you want boy, just wait and see". Piers sniggered and turned his back.

It was their first night being posted, the gunfire and sound of shells dropping had ceased for the first time that day and in the small hut Piers was complaining about rats. The other young officers were too tired to argue but Piers had targeted Erik's brother, like an unforgiving bird of prey. There was a rising tension of disagreement in the officer's hut, but over the complaining there was a sudden loud crack and...

"Gas, gas!"

The boys jumped in panic and scrambled around for their masks. Piers shoved Erik's brother to the floor and lunged for his gas mask. Green smoke drowned the room and smothered its victims, catching them on the beds and on the floor, they lashed out mutely screaming. Through the green Piers could just make out the skinny body of Erik's brother he had shoved to his death. The gunfire started again, but it was suffocated by the booming sound of shells dropping into no man's land.

Screams of agony pierced the air. Parts of helpless bodies flew into

the trenches as the sergeant-major ordered soldiers over the top to counter-attack.

Erik's brother was choking, gasping for air and scrambling around, reaching for help with unseeing eyes. Blood corrupted up from his lungs, foaming from his white lips and dripping onto the muddy planks. Piers stared in horror, his heart in his throat and his pulse booming in his head as he watched helplessly the last effort of life drain from the boys deformed body.

The attack was over. Silence ruled the trench as the corpses were dumped on the back of a carriage and driven away.

I looked over the shoulders of my fellow men to see the shaking body of Piers groping in the darkest corner with a wet patch on his breeches. The Sergeant-Major stormed in, cast a disappointed look at the whimpering figure abandoned in the corner, spun on his heels, a button 'pinging' from his muddy green uniform, and strutted out.

Alone in the gloomy shelter, Piers watched the Sergeant-Major's button spin on the bloody plank floor, circling inwards before coming to an abrupt halt.



Worried About School?

It takes up five days a week and there are all the pressures of schoolwork, homework, making friends and taking exams. It can seem scary. But we all have bad days (even if we don't show it!) and on the whole, school is great with lots of new experiences and new friends.

Langton News has put together some advice for dealing with the tough bits and handling the odd bad day so you can focus on the good ones.

SCHOOL WORK AND HOMEWORK

You might take a lot of subjects at school and it can be daunting to have to get through the whole day AND your homework in the evening too. Homework can be a big challenge, especially as you have to motivate yourself to do it when you're not in the classroom. Sometimes, there's no quiet place to work either, and there are so many distractions whether it's your TV, phone, parents, brother or sister or your friends. And sometimes it seems to take too long – so long that you don't feel you've got time for anything fun.

That's all normal – nobody wants to do homework!

But if you're struggling, raise it with a teacher you trust. They would rather you talked to them about it than fall behind or say you simply didn't do it – if you raise it early they'll be able to help you find a solution.

EXAMS AND TESTS

Exams always come with pressure. Sometimes, the pressure is so much you just can't face the revision. Here are some tips to help you get through it:

Check with your teacher what you need to revise

Work out a revision timetable and break things up into chunks – try and break it up with things you enjoy too

Keep active – playing sports and doing exercise keeps your mind fresh and healthy

Eat healthily – try to have 3 meals a day and a balanced diet

Try and have a regular sleep pattern

Don't worry about what your classmates are doing – everyone will have a different way of revising and some will even say they haven't revised when really, they've been working hard.

MAKING FRIENDS

Everyone worries about making friends at school. They also worry when they fall out with their friends too. But when you worry too much, you can start to feel lonely and think nobody likes you. But remember, everyone else is just the same – they're all worried about making friends!

When you feel lonely, it can seem like everyone has friends apart from you. Why not try some of these ideas to make friends:

Talk to someone you don't normally talk to or invite them to sit with you

Join a school club – you might find people who enjoy all the same things as you if you do

Join a youth club or a sports club – this can help you make friends outside of school too so you have a wider friendship group

PEER PRESSURE

Making friends is hard and sometimes, you try to fit in by doing what they want. Usually that's things like supporting the same football team, buying similar clothes or listening to similar music. But sometimes, you might feel pressured into joining in or doing things you don't want to or can't do, like:

Picking on someone else

Messing about in lessons

Skipping school or lessons

Smoking, drinking alcohol or taking drugs

Getting involved in activities that you don't feel comfortable doing

But remember – what you want and what your friends want are sometimes different. That's fine, and they shouldn't stop being your friend just because you don't join in. If some people don't respect your decisions

there will be lots of other people out there who will.

HOW TO COPE WITH PEER PRESSURE

If your friends want you to do something you don't want to, there are ways to deal with it. Here are some ideas:

Say what you feel. It may not always come out the way you want it, but by making clear what you want, you'll feel much more confident

Prepare some reasons so you can explain why you don't want to do something

Talk to someone else and explain how you feel. That could be a friend, a teacher, school counsellor or relative.

BULLYING

Being bullied is a horrible feeling. It can take many different forms from name calling and teasing to threats, attacks and spreading rumours. Remember, bullying is always wrong, it is not your fault and your Form tutor, Head of Year, family and teachers are there to help.

It's never wrong to tell on someone for bullying

Try not to be on your own – stick to a group of friends where you're safe from bullies

Keep a diary of any bullying.

Tell your friends or an adult

If you're being bullied, the most important thing is to talk to someone you trust like your parents, your form tutor, Head of Year or a teacher or counsellor at school. If you can't talk to them, you can call one of the helplines listed at the back of this booklet.

DON'T WANT TO GO TO SCHOOL?

We all have days where we don't want to go to school. There's usually a reason, for example you might have problems with other kids at school or you might find the work too hard.

It may even be that you don't get on with one of your teachers. Whatever is causing it, make sure you talk to someone about it. Unless you tell someone, they won't be able to help and the problem probably won't go away on its own. You can tell anyone you trust – for example your form tutor or Head of year or a teacher you like, your parents or a friend – or you can call one of the helplines at the back of this booklet.

WHO CAN HELP?

If you're struggling at school, there are plenty of people who can help. Your parents, form tutor, Head of Year or any of your teachers will be able to help you no matter what if you talk to them. If you really feel that you can't then the following organisations all speak to hundreds of children and young people who want help or advice every day.

bullying.co.uk

Practical information and advice, working with schools, youth organisations, police forces and health trusts.

youthaccess.org.uk

Information and advice on counselling services for people aged 12–25. Visit the website and click 'Find a service'.

childline.org.uk

The UK's free helpline for children and young people – it's a confidential service and provides telephone counselling for any child with a problem.

Helpline: 0800 1111
Textphone: 0800 400 222
Mon-Fri 9:30am-9:30pm | Sat and Sun: 11am-8pm

themix.org.uk

Offers free support and advice for under 25s through a confidential helpline, online chat and discussion boards.

Helpline: 0808 808 4994
7 days a week 2pm – 11pm

Remember - you are not alone, no matter what the problem is and there are lots of people both in school and out who want to help you to do your best and enjoy your time at the Langton. **Talking always helps.**

SUCCESSFUL ENTREPRENEURS



During the last academic year Year 9 students from Burgess House celebrated winning the 'Business and Enterprise' shield as part of the annual Enterprise Day Challenge that takes place in the build-up to Year 9 options.

The day involved students working in teams of five building an intricate (and fully functional!) rollercoaster model and creating a presentation to support their work. As part of their challenge the students needed to consider the importance of regeneration, decide upon a location for their rollercoaster and finally make part of their presentation in either French, German or Spanish!

Visitors from industry supported the teams, giving guidance and advice to the students - before becoming part of the judging panel that

selected the overall winners in the grand final in the sixth form common room.

The event has become a favourite with the Year 9's, and despite being challenged to achieve a tremendous amount in a very limited time, the boys always impress with the quality of their work - as well as their enthusiasm for the challenge!

Commenting on the day, David Wells (Head of Economics and Business Studies) said 'I am always amazed at the amount the boys achieve and the standard of their presentations. The event gives great experience in teamwork, problem-solving and presentation skills, as well as a very valuable insight into Business Studies and other subjects within a key stage 4 framework.'

Catering Assistant Required

To start as soon as possible

We are looking for someone to work in Café 42 which caters for our 6th form students (occasional work in the main school kitchen may be required). The post is term time only (including inset days) and the hours are 7.45 am to 3.15 pm (with 30 minutes for lunch). Experience is not essential as full training will be given.

The successful candidate will be a good team player with excellent interpersonal skills when dealing with young people. A job share will be considered.

For further information please contact Gay Austin, Catering Manager gaustin@thelangton.kent.sch.uk NB applications by Application Form only (CVs will not be considered).

An application form may be downloaded from www.thelangton.org.uk/current-vacancies or is available from the school.

CHESS CHAMPS!

In its 3rd Year since its creation, the Langton Chess Club and team has had another successful year, confirming our status as one of the top chess schools in the country.

Back in September, we entered 2 teams into the annual Eton Rapid-play Tournament. To qualify to the next round the team had to win the majority of their matches compared to previous tournaments where you had to win a majority of your games. This slight change in the rules meant that it was almost impossible for our B team to qualify against other schools A-teams. Nevertheless, our A team qualified for the next round for the 3rd year in a row and avoided any disasters from David and his controversial end-game technique he displayed last year at Eton.

Next in our busy calendar came the Kings Blitz tournament with the winner moving onto the national finals of the Team Chess Challenge at Imperial. Again we entered 2 teams and going into the final round, the A team had won all of their games, despite some more dubious play from David with his now infamous queen "sacrifice", with the B team being the only team that could catch them. This led to a Langton derby into the final round with the A team winning 3-1 with Endri winning for the B team against me in a sharp Benoni. With this convincing win, the Langton were through to the finals yet again!

Following our success in the blitz tournament, we had to play against Kings in the semi finals of the Kent

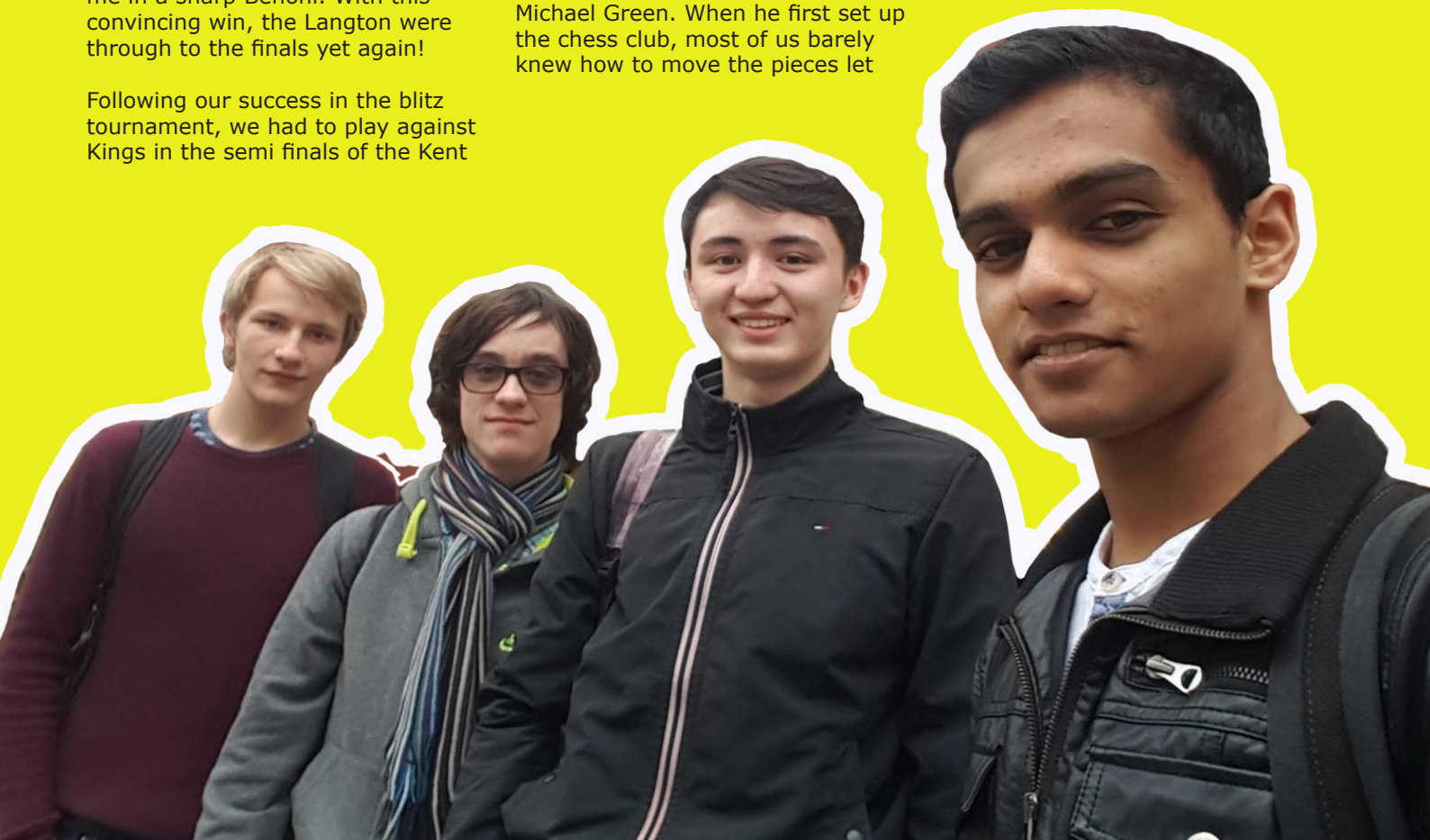
regionals (The subsequent tournament to the Eton tournament). We would have had to play a quarter final but our opponents resigned the match, clearly too scared to play us. After defeating Kings 5-1, with our one loss being from David (I'm sensing a pattern here.) we were set up with a difficult game vs Judd. Their team consisted of players who have played for Kent and Sussex so our chances of winning were slim, so coming within 1 game of winning was impressive enough, with myself and Abhishek defeating our opponents and our 4 teammates letting down the side.

Finally, in terms of tournaments, we had the Imperial finals! After making a B-Line to their food area and contributing virtually nothing to their chess studies, it was time for our games. It is safe to say the organisers gave us the worst draw out of everyone, continuously giving us harder opponents while giving our closest rivals easier games. Still, we equaled last years total of 8/20 which sounds quite bad but when you consider we were playing against the best from each district of the UK, those 8 wins are quite impressive. Again, a big shout out to David for managing to lose on time when he had an increment, proving one man can defy all odds and perform multiple astounding mistakes!

Of course none of this would have been possible without the work of Michael Green. When he first set up the chess club, most of us barely knew how to move the pieces let

alone compete at a national level. Personally, I had played two chess games in my life before going to the chess club and this is a similar story for most other members. With chess club boasting 30 members every week and up to 40 on some weeks, leading to situations where we don't have enough boards to play on! With the top players in the club, Michael has provided excellent teaching most famously teaching everyone in the team an opening called the French Defence, other than me as I play something different. From everyone in the chess club to everyone who has even played with the school sets in the common room, you have to thank Michael for making chess the success story it has become.

Of course with him moving onto university, many have predicted chess club to die. I can ensure you that will not happen as I already have plans for teaching and improving involvement in chess for this year! As someone who is now playing chess for, and out of, school club who didn't know anything about chess before going to the Langton Chess club, I urge anyone with any interest in the game to at least try it. It is open to all years in the school and you can ask anyone in the club about chess and they'll gladly help. From one great year to another to come, the Langton Chess Club has never been stronger!



The Langton's MIND MAN

Assistant Headteacher Matt Tithecott has recently been appointed as the school's Mental Health and Well-Being Co-ordinator and he kindly agreed to speak to Langton News to let us know what his role will involve.

"I have worked with children with additional educational needs for the past 25 years, the last 10 being spent in the ASD provision at the Langton. During this time I have become passionate about supporting students socially as well as academically. The issues facing young people today are complex and multifaceted and they can often feel overwhelmed.

Modern society is much more aware of mental health – campaigns such as Heads Together which was championed by the Duke and Duchess of Cambridge and Prince Harry have done much to help end the stigma surrounding mental health issues. A quick google tells us that "Mental health is a level of psychological well-being. It is the "psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment". So, we all have 'mental health' and it is just as important as our physical health. When our bodies are injured or ill we think nothing of seeing our GP or other healthcare professionals to get help to cure what ails us. The same level of acceptance should also apply to mental health problems. Sadly, the NHS is not able to offer the same sort of robust treatment at this time as someone suffering from a physical illness but there are many ways in which we can all help those around us. Just being aware of those around us, being alert to times when they may not be acting as they usually would, being prepared to offer a kind word or a chat can be enormously helpful to someone who is depressed or anxious.

Media coverage of service men and woman suffering from Post Traumatic Stress Disorder has gone a long way to de-masculate mental health problems. Thankfully, we no longer require our serving soldiers to 'man up' when they have seen, or been through, traumatic and horrific events. Instead we now recognise that the brain can be injured, not only physically, and that it sometimes needs TLC and time to recover. It is heartening to know that this lesson has been

learned by society.

The school has always taken our students' mental health seriously, superb pastoral support is readily available and the PSHE staff has done important and wonderful work by being open and knowledgeable about the mental health issues that young people may face. I now hope to build on that work by making us all - staff, students, parents, everyone in the Langton community - aware of what we need to look out for that might signal that someone is having a difficult time and what support we can give. We need to start keeping each others' backs. I will be holding a series of assemblies and talks which I hope will encourage people to think about, and to understand, mental health and what help and support is available.

Another important area I will be focussing on is mental toughness; understanding ourselves, being resilient, learning social structures. It is okay to make mistakes. We all do it. For those of us who are depressed or anxious this is a difficult lesson to learn – all too often a simple mistake becomes another stick to beat ourselves with. Mental toughness teaches us not to catastrophise these mistakes but to keep things in perspective, to learn from those mistakes and move on from them.

It's about being kind to yourself.

I am always aware that the expectations of Langton students are high. We expect our students to achieve A grades or higher in their exams and when they do it is all too easy to think of it as being nothing special. After all, it was expected, wasn't it? We expect the sun to rise every morning and we don't applaud it when it does. Maybe we should. And how about those that don't achieve what is expected, for whatever reason? How do they feel? A C grade is fine if it is the result of diligence and work, if it is the best you can do. As a society we need to get rid of the 'silver is



the first loser' attitude. Anything that is achieved as a result of effort and industry should be acknowledged and celebrated.

My role will develop and evolve as the school community's understanding of mental health develops and evolves and in the meantime I hope that we will all start to keep each others' backs."

If you have any concerns about your child's mental health you can contact Mr Tithecott at the school or email mtithecott@thelangton.kent.sch.uk

“How are you?”

Broken. Alone. Clueless. Crushed. Confused. Hurt. Betrayed. Fragile. On the Verge of tears. Anxious. Depressed. About to break down. Giving up. Distant. Annoying. Scared. Fine.

A burden. Lonely. Bitter. Pathetic. Empty. Stressed. Heartbroken. Failure. Hopeless. Rejected. Useless. Defeated. Not good enough. Drowning. Falling apart.

Depression and Your Child

Your guide to the signs and helping them find support

Some people think depression is an adult condition. But it's also common in children and young people. People often say they are 'feeling depressed' about something, but this doesn't mean they have depression.

Depression is a diagnosable disorder where a person's mood is 'down' over a long period of time and this affects their everyday life. It can affect everyone - children at school and teenagers at college, university, in work or not in work, training or education. Why do young people get depressed?

Being a young person today can be tough as they face the worries of growing up, school, making friends, getting an apprenticeship or job and handling home life. Here are some of the common things that cause young people to become depressed:

- * Losing their parents through death, separation or divorce
- * Feeling they are not being loved or listened to
- * Bereavement and loss
- * Changing school or moving home
- * Their parents arguing
- * A parent or family member suffering from a mental or physical illness
- * Their changing bodies
- * Sex
- * Exam pressures
- * Being bullied
- * Being abused whether sexually, mentally or physically

There are times when young people can't identify an event or incident after they become depressed and it can also run in families.

When children reach school

age, they're more able to talk about their feelings. Some will talk about feeling upset while others might only show it through their actions.

If you think your child might be suffering from depression, here are a few things to look out for:

- * Crying a lot
- * Feeling sad or angry
- * Losing interest in school or refusing to go
- * Feeling bored or lonely even though they have friends
- * Becoming irritable and hard to manage
- * Difficulty sleeping alone
- * Being disruptive
- * Stealing things

The most common age group to experience depression are teenagers as they are going through a lot of changes in their lives. A little bit of moodiness or being uncommunicative is to be expected in teens. But sometimes they become stuck and overwhelmed by despair.

Some of the symptoms of depression in teens include:

- * Extreme moodiness and irritability
- * Giving up interests and not finding new ones
- * Losing interest in school and having trouble concentrating
- * Becoming withdrawn and isolated
- * Not looking after their personal hygiene
- * Not eating enough or eating too much
- * Oversleeping or not sleeping enough

Some teens try to find ways of coping with their feelings which can lead to anger, lying, stealing or reckless behaviour with alcohol or drugs. In extreme cases they may turn to self-harm as a release or even attempt suicide as an escape.

If you're worried about a child and think they might be suffering from depression, getting help early is essential. It can prevent the problem from developing into long-term depression.

The first step is to talk to them and try to understand their feelings. Be patient – they may not open up straight away and they may reject your help at first. But keep trying, stay open minded and keep being positive and encouraging. Don't blame yourself.

Once they've accepted your support, you can help them get professional advice to tackle it.

It's best to contact your GP first – they can help you determine the best way to treat the problem. You can go by yourself to your GP about your child or young person. They'll most likely suggest therapy first – this can take many forms such as group talking therapy, one-to-one counselling sessions or even counselling where you join your child and a therapist. Inform your child's school. They will be able to offer pastoral support and counselling if you haven't arranged it elsewhere.

If your child's depression is quite serious, your GP may also suggest prescribing antidepressants; however, they are most likely to make a referral to the CAMHS service to advise on this. Antidepressants are usually a last resort with children and is only tried when other forms of support like talking therapy haven't worked.

YoungMinds need your help to support a Bill in Parliament which will limit the use of dangerous restraints on children in mental health hospitals and improve staff training. But this will only happen if your MP turns up on the day to vote. You can make sure they do by emailing them using the link below.

<https://youngminds.org.uk/get-involved/campaign-with-us/always/#email-your-mp>

Mental health is a big issue for young people...

1 in 10 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom

1 in 5 young adults have a diagnosable mental health disorder

Half of all mental health problems manifest by the age of 14, with 75% by age 24

Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression)

Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age

1 in 12 young people self-harm at some point in their lives, though there is evidence that this could be a lot higher. Girls are more likely to self-harm than boys.

Sources: Green H et al (2005) Mental health of children and young people in Great Britain, 2004. Basingstoke: Palgrave MacMillan; Kessler RC et al. (2005). 'Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication' Almos; source Wolfe et al (2014, Why children die: death in infants, children and young people in the UK).

Where to go for help

youngminds.org.uk

Support and advice for parents worried about a child or young person.

Helpline: 0808 802 5544

Mon-Fri 9:30am – 4pm

mind.org.uk

Mind supports adults and parents with a mental health problem.

Helpline: 0300 123 3393

sane.org.uk

Emotional support to anyone affected by mental health problems, including families, friends and carers.

Helpline: 0845 767 8000

6pm – 11pm

If you would like to download a digital version of the Booklet produced by youngminds go to the following link:

<https://youngminds.org.uk/media/1515/young-minds-depression-your-child.pdf>

or Email: YMpublications@youngminds.org.uk

Phone: 020 7089 5050

A MESSAGE TO YEAR 7, 8 AND 9 STUDENTS

Head of Pastoral Care and Child Protection Officer Mr Stefan Peto has an important message for KS3 students and their parents.

I want to focus on the area of social media behaviour today. The reason I want to do so is twofold: firstly, I have the disappointing news that I have had to deal with a few cases last term of some students from the school losing sight of decent and civilised behaviour whilst writing and sending posts or comments on-line. The punishments, as one would expect, have been suitably severe but appropriate.

Secondly, and more importantly, because it concerns all of us. I want to focus on social media and the kind of negative behaviour it generates because it seems to me that we, as members of a particular, close-knit community like the Langton, are at a kind of crossroads in the evolution of social media and the questions it brings when people mis-use it, and more importantly,

what we can do about it.

Let's be clear about what I mean by social media – I'm talking about apps or online services that allow users to post instantaneous messages or images, share news or pictures, chat in real time, 'like' content and so on, and therefore be subjected to adverts and marketing as the pay-off. I'm talking about Facebook, Twitter, Instagram, Snapchat, Whatsapp, even texts these days with services like iMessage. Games consoles also have chat features in-game, as do PC-based games. The speed with which these services are taken up is astonishing. For example, boys under 10 playing games under the umbrella website Roblox become very chat-literate very, very quickly.

I imagine that the vast majority of

you have at least one social media account that you have posted to or chatted on.

Many social media platforms have an age restriction which is there to prevent users of a certain age from accessing the service. The lowest age is 13, and yet it is recognised that children as young as 8 or 9 are setting up Facebook accounts with the help of unsuspecting parents.

If I asked you how many of you had seen something that you were uncomfortable with, or had seen language that if you had heard it spoken you would feel very uncomfortable about, I am sure that most of you would reply in the affirmative.

It can also be quite uncomfortable when confronted with just the weird things the social media makes us do. If a stranger came up to you on the street and asked to follow you, or poke you, or read your messages to your friends, or look at all your photographs, you would think it was weird and strange behaviour. But social media platforms encourage us to do this all the time.

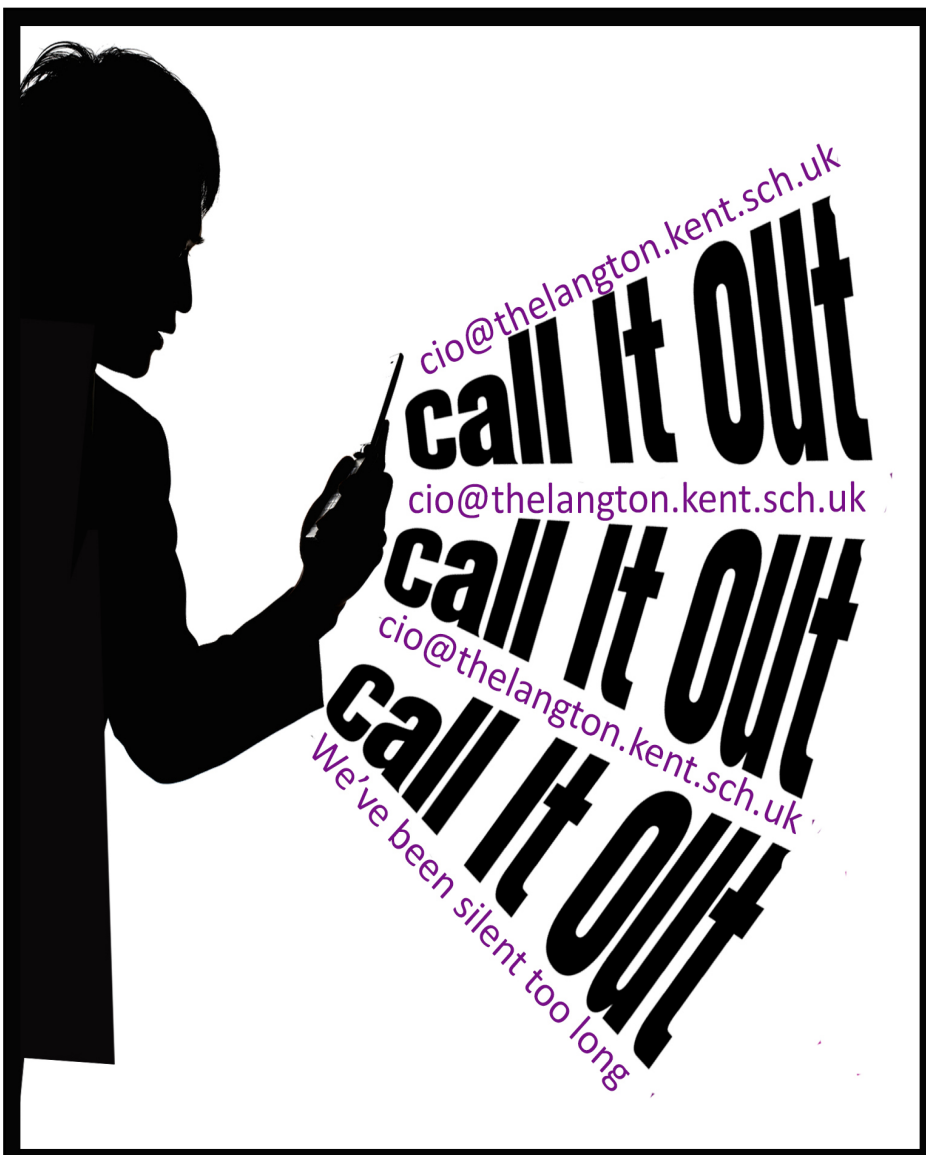
The internet is everywhere, it affects all of us, to the point where making a distinction between on-line and off-line is probably completely useless. The world, as it is, is made of both.

We're at a cross-roads, though, because the dangers of abusive behaviour stemming from social media and the internet is becoming impossible to ignore. Fake news, trolling, abuse, name-calling, racism, swearing every other word... the use of captions which become hurtful... the list can go on

Are we just going to say, that's ok, and not only that it's ok, but that is the expectation of how we are supposed to operate? And that we will behave like that too if we want and there is no problem in making that choice?

No, of course not.,

Let me take you back a few years to when and where the internet was born. It was 1969, in Los Angeles, California. Originally, it was used



as a tool to allow highly educated scientists to talk freely about their research, to share ideas and to collaborate across vast distances in real-time. It allowed the pace of that research to be much quicker as a result.

Why didn't they build in abuse reporting tools, or identity checks, or swear filters right at the start? Because they were civilised, intelligent, reliable people, who assumed, rightly, that they would be talking to more civilised, intelligent and reliable people.

Fast forward 40 years, and we can see the problem. If the internet was being designed from scratch today, I daresay that all these things: verifiable identity information, abuse reporting tools and so on, would be in-built so that the internet was a place where everybody could go and feel safe and secure that any abuse could and would be dealt with properly.

But that isn't what happened then and frankly, is not likely to happen now, given how closely linked to the world the internet now is, so we are left with the state we are in.

All Langton students have a small but important part to play in this story now. You are the generation that are going to have to confront this problem, before the internet gets so clogged up with the kind of abuse that we hear about in the media and closer to home, and also before this kind of behaviour becomes so normalised that we see it in all areas of life. That would not be a world in which I would want any part.

So, how do you affect this? And when? The answer is now. This very moment. If you are going to be the leaders of tomorrow, then you need to practice that leadership now.

The internet is already such an intrinsic part of our lives and we can't rely upon others to make sure the opportunities it brings are not abused. That's where you come in.

You can make a commitment to yourself that you will not abuse, bully, troll and otherwise make another person's life a misery, even if you think that it is just banter.

You can make a commitment to the school and to each other that when you see it happening to others from the school you call it out and tell

whoever is acting in this vile manner that it is vile, wrong, and needs to stop. And if they start on you, you report it.

Smartphones, the internet and so on, is a fact of modern life and one that can be of immense benefit to all. But not if the same rules of manners and social interaction of the real world are not taken online too.

The next time you use your smartphone or check your notifications, or post to a group-chat, keep this in mind.

If you see the kind of abuse and bullying I've been talking about, call it for what it is: bullying and abuse.

To that end, I've set up a new school email address:

cio@thelangton.org.uk

cio stands for call it out and that's what I want you to do. If you feel you have been the victim of abuse or bullying from others in the school, or if you have seen it happen in group chats, I want you to call it what it is. It will be anonymous, your name will not be mentioned to others, and I or your Head of Year will follow it up with you sensitively, and then we will take action.

Bullying is bullying, online or not. **Call it out.**

Minimum Ages for account holders on these Social Mediate

Sites and Apps is:

13 Twitter, Facebook, Instagram, Pinterest, Google+ Tumblr, Reddit, Snapchat, Secret

14 LinkedIn

16 WhatsApp

17 Vine, Tinder

18 YouTube, Keek, WeChat, Kik, Flickr, Path



One in five 8 to 11 year olds and seven in ten 12 to 15 year olds has a social media profile

Source: Ofcom (2016) Children and parents: media use and attitudes report



1 in 3 internet users are children

Source: Livingstone, S., Carr, J. and Byrne, J. (2015) One in three: internet governance and children's rights



1 in 4 children have experienced something upsetting on a social networking site.

Source: Lilley, C., Ball, R. and Vernon, H. (2014) The experiences of 11-16 year olds on social networking sites.



1 in 3 children have been a victim of cyberbullying.

Source: McAfee survey of children and parents as reported in the Guardian (14 November 2014)



Almost 1 in 4 young people have come across racist or hate messages online.

Source: Livingstone, S. (2014) Net children go mobile: the UK report: a comparative report with findings from the UK 2010 survey by EU Kids Online

A New Chapter for MBP2

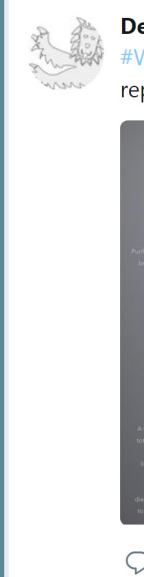
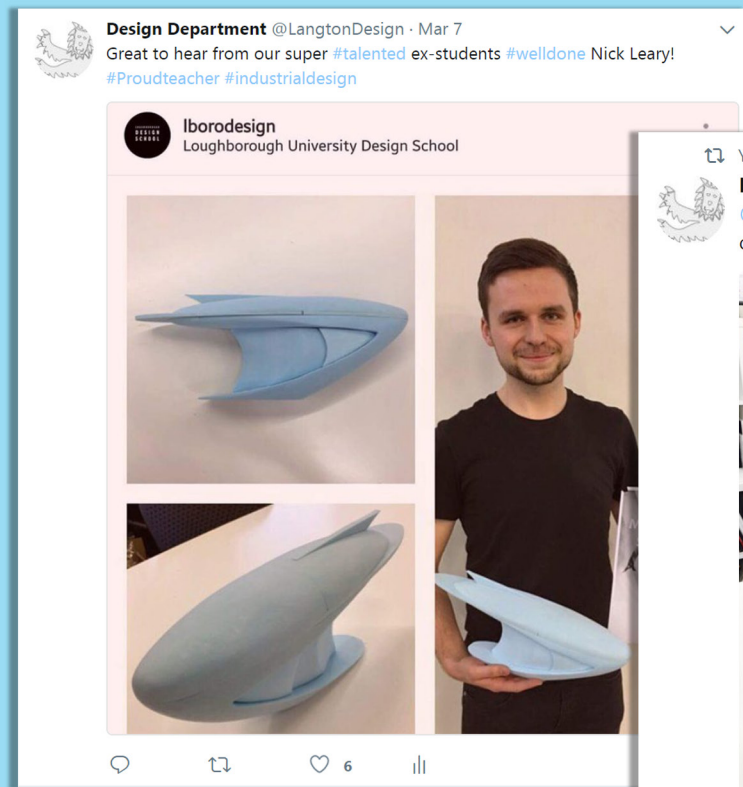
The Myelin Basic Protein Project (or MBP2 for short) is now entering its tenth year. Until this year, the work has been entirely funded by the Wellcome Trust through awards from their Public Engagement schemes. This year however, after a very successful run of funding, totalling over £500,000 which led to the establishment of a national programme of school-based research projects called Authentic Biology, the funding has finished.

There was sufficient money left over from the most recent award to allow all seven schools involved in Authentic Biology to continue to operate for this academic year, but through the generous support of the SLBS Parent's Association and support from the Endowment Fund, we have been able to continue to run MBP2 in full for this coming academic year.

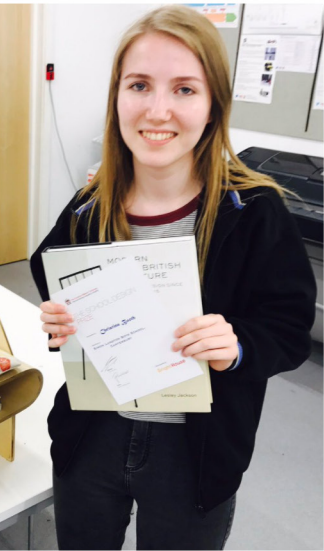
In a further twist, the project has moved its base from the Boy's school to the Girl's school. This has allowed the project to grow, since we can now include Biology students from the Girl's school and we now have the additional support of the science teachers and technicians from the Girl's school as well.

We held our first MBP2 Research day at the Boy's school in October, over 100 students from both the Boy's and Girl's schools attended. We were joined by sixteen research scientists from the School of Biosciences at the University of Kent and the students spent the entire day working in the school laboratories, learning state of the art techniques in DNA technology, microbiology, protein science and bio-informatics.

In recognition of this, the tenth year of the MBP2 project, we plan to organise a fund-raising dinner and re-union for past and present students involved in the project. The aim is to raise money for the Kent Multiple Sclerosis Therapy Centre which is adjacent to the Boy's school (near the Rugby Club) and to celebrate ten years of a project that has seen over 800 students participate in the work. Watch this space for further details!



LangtonDesign · Jun 27
Well done Christina Booth! #winner #prize such a clever #AS #Design



17

Design Department @LangtonDesign · Feb 27
Well done Dan, Ollie and Sonny awesome Pavilion design congratulations on winning your design awards #architecture #material-experimentation



2 6

9:42 am langtondesign



Liked by _sammwatkins, philippillmann and 23 others
langtondesign Wow, great news! Well done Lawrence Coomber on winning the Kent Innovation Award - great design! Spend the money wisely #design
8 JULY

May 3
#engineering awards



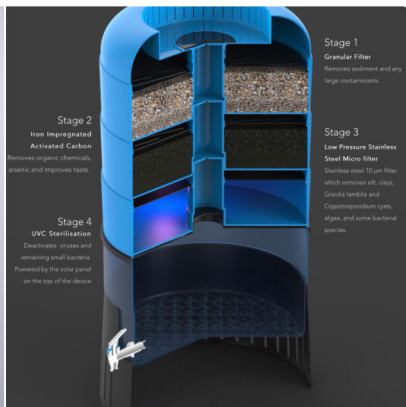
Laurence KC, Pavegen @LaurenceKC - Jul 8
Congrats @LangtonDesign! @Pavegen collab w students on our futuretech workshop
Who wants to help me inspire STEM in school? #makethefuture
Credit: Sherry Couty CBE, Shell LiveWIRE UK and 7 others

9:42 am langtondesign



Liked by _sammwatkins, mike.thundow and 28 others
langtondesign Well done Dom and Seb for achieving your Advanced Leaders Awards #STEM @Crossrail #massiveeffort #engineering
brianhurlow Well done from an old teacher!!
8 OCTOBER

Design Department @LangtonDesign · Apr 6
Well done Mike Thundow+Sam Watkins on winning #engineeringaward + representing UK @ Global Grand challenges Summit morewater.info



7

Dragos Culcia A Level



Ben Hollands GCSE



Amy Chan A Level



Patty Royer GCSE



Matt Bye GCSE



Sam Lowdell GCSE



Archie Bailey GCSE



Christina Booth A Level