

# NAVIGATE



## THE LONDON NAUTICAL SCHOOL

LEADING NAVIGATING SUCCEEDING

ISSUE 2: December 2020



Welcome to the second addition of Navigate. I think we can safely say that it has been an eventful term!

Despite being in the grips of the pandemic, our wonderful school community has continued its work despite the significant challenges we have faced. There have obviously been some difficult moments, none more so than having to write to our families informing them that their child needs to self-isolate at various points this term. We understand how important it is that learning continues whilst students self-isolate and I would like to thank you once again for your support with the remote learning curriculum.

I could not be more proud of how the LNS community has responded to the crisis. Attendance has been well above the national average and the students' behaviour and attitude towards their learning has been

extremely positive.

This extended issue of Navigate showcases the great examples of work being produced, including; details of our act of remembrance, a curriculum focus with examples of work from English and some of the wider experiences in Languages, updates from our Heads of Year, the latest from our Sixth Form Football Academy and Sport more generally at LNS, the work produced during Black History Month and finally a look back into Nautical days gone by through the regular feature 'Now & Then'.

This is only a snapshot of some of the outstanding work that has been carried out this term. I am, as always, truly thankful of the inspirational and dedicated work of my staff.

Wishing you all wonderful festive break!

Mr Schofield, Head teacher

Like so many key events in the school year, our annual Remembrance Day commemoration was unlike those that have taken place in the past. With the need for social distancing, it was not possible for the school to come together as a whole. Nevertheless, students were able to come together within their form tutors to consider and remember the sacrifices that people have made in conflicts, both in the distant past and more recently.

Via a streamed presentation from our Deputy Headteacher, Mr Foley, the school was invited to consider the question of not simply why we remember but who it is we look to remember each 11th November. Students were reminded of the significant but often overlooked sacrifices that troops from the Empire and, more recently, Commonwealth have made when fighting for Britain.

The story of Walter Tull - one of the first individuals of dual heritage to play professional football and become an officer in the British Army, overcoming discrimination to achieve both, was explored, highlighting how questions of difference and similarity link contemporary concerns to our collective History. More recent stories of individual sacrifice and bravery were shared, illustrating that are armed forces mirror the diversity of society: Lance Corporal Jabron Hashmi who in 2006 became the first British Muslim to be killed in Afghanistan; Corporal Sarah Bryant, the first British female soldier to be killed in the same conflict; and Johnson Gideon Beharry, from Grenada, who was awarded the VC in 2005 for saving the lives of fellow soldiers whilst under enemy fire.



Also the civilian casualties of conflict - who have increasingly been targeted - were also remembered, from those killed in the bombings of the World Wars to the tens of thousands who have been touched by current conflicts such as the war in Syria.

The various ways in which individuals decide to display their personal acts of remembrance were explored via a discussion of the differing types of poppies that people choose to wear in the run up to 11<sup>th</sup> November each year.

At 11am, the school came together to impeccably observe a two minutes silence of respect, remembrance and contemplation.

Following the School remote Remembrance Day Service Mr Schofield and three of our Year 7 pupils pay their respects on behalf of the whole school in our Malone Hall which holds our Memorial to the pupils who lost their lives In the Great War.

A wreath was also laid at the Remembrance Service at Trinity Square, Tower Hill on Sunday 8<sup>th</sup> November 2020 to honour and commemorate all those who lost their lives at sea.

*The poems were written by Year 10,  
inspired by studying "London" by  
William Blake and "Ozymandias" by  
Percy Shelley.*

By Hafiz Kabba

It's so crazy how financially divided London is  
Like smoothly slicing some cake  
Homeless people are like ghostly  
ghouls to society  
We walk the past them try avoid  
contact and look straight  
They feel invisible and not many  
are help to change that feeling.

A rich person is most likely not to  
care though  
It's all capitalism  
It's all money  
It's all hostility.

A homeless person is scared for  
their life  
Killers are roaming around in a free  
country  
We can't say who the killer is by  
looking  
A homeless person can be killed  
and nobody would care and nobody  
would know  
They just want a home or a safe  
shelter or even a pound  
It's all socialism  
It's all safety  
It's all sympathy.

"London"

By Abdullahi Abdulle

As I walk through these city streets  
I see an old, big building  
As colossal as ozymandias,  
It was as empty as the void.

People now are on their phones  
Not worrying about anything,  
Slaves to social media,  
Noo minds of their own.

The BLM movement and covid:  
Both help the community,  
Bringing them all together  
Both hand in hand.

"London"

by Kay Caushi

As I walk through these city streets  
I see residents pacing around like zombies  
Along the stomach-churning streets  
Heading off to toil

As I walk through these city streets  
I see businessmen on electric scooters  
Showing off their upper class wealth  
While trying to avoid eye contact with the  
lower class

As I walk through these city streets  
I see our world polluted by our people  
Every step I take I step on dried gum  
Impossible to take off the streets

As I walk through these city streets  
I see homeless people begging and  
Scrounging for money hoping to last  
Another day in this battlefield

### How is power explored in "Macbeth"?

**By Diogo Saramogo, Year 11**

At the protasis of the play, the most powerful person in their marriage is the eponymous hero (Macbeth) as it was normal in the Jacobean era for a male to be dominant in the marriage. In terms of gender Macbeth is more masculine and Lady Macbeth is very feminine like. This can be seen in the quote "Speak if you can, what are you" This not only implies suspicion of what they are because it's beyond normal or natural (supernatural). This also shows the power that males had over a woman as he speaks disrespectfully. At this stage, psychologically, Macbeth is still sane as nothing problematic had occurred.

At the epitasis of the play, the murder of the King has occurred, at this point of the play, the most masculine partner is Lady Macbeth as it was unusual in the Jacobean era for a woman to tell Macbeth (a male) what to do, and this is in terms of killing King Duncan. Macbeth was against it, so she manipulated him by emasculating him (Verbal manipulation). This was unusual because a woman in the Jacobean era was meant to be family-oriented and neutering all the attributes that Lady Macbeth doesn't have. In terms of sanity, Macbeth is starting to lose his sanity as he kills King Duncan; Lady Macbeth still has her sanity but she's starting to lose it. At this stage, Lady Macbeth has called upon evil spirits which is another supernatural action. This can be seen in the quote "Unsex me here" which implies that she wants her femininity to be gone. Also the quote "take my milk for gall" which shows an atypical side of Lady Macbeth because this implies that she wants to kill her child as kids drink from the breast so she wants to poison(gall) her child. This scene was the catalyst of the play as this gave the audience an idea of what was going to happen (foreshadowing) and the emasculating of Macbeth as it convinced Macbeth into killing the King.

At the epitasis of the play, Banquo's ghost is haunting Macbeth. At this point in the play, Macbeth has utterly lost his sanity (he's gone completely insane) as he sees Banquo's ghost (hallucination). This can be seen in the quote "Thou canst say 'i did it never shake thy gory locks at me". This shows the madness bought by his guilt. At this point in the play in terms of power, Macbeth has the most as he's killed Banquo without concerning Lady Macbeth also showing that the eponymous hero has gained his masculinity as he lost in act 2 as Lady Macbeth emasculated Macbeth.

When Macduff's family is murdered, the power belongs to the eponymous hero (Macbeth) as he orders murder on Banquo and his family without concerning Lady Macbeth

, This is evident in the quote "I hope is no place is so unsanctified" this shows the power that Macbeth has as a King. At this stage of the poem, Lady Macbeth has lost her sanity as she hallucinates blood on her hands which is supernatural which also shows the madness bought by guilt. This also shows how the roles have changed since Act 2 as Lady Macbeth is the one who has lost her gender through guilt instead of through emasculation (Verbal manipulation) to convince Macbeth into killing King Duncan.

At the end (catastrophe of the play) Macbeth has been killed and the order has been restored as Macbeth was the tragedy of the play in act 4 and 5 as he's seen his downfall as he chose to believe the prophecies of witches and acted on precisely what the witches told him. At this point in the play, Macbeth has utterly lost his sanity as he forgets what it's like to feel fear as he says "I have almost forgot the taste of fears" Macbeth has now gone insane as he forgets what it feels like to be feared when he had found out that his wife (Lady Macbeth) has died.

# Heads of Year News

## Year 7

Despite spending so far just a few months at school, Y7 have made quite the impact! 24 students have taken on positions of leadership completing all sorts of tasks. From Academic officers checking reading logs to Sports officers fashioning DIY ping pong tables in the break room it's clear Y7 in good hands. It's not just our leaders making a difference though. We have boys volunteering to help every day and this week they helped prepare our celebration boards and get reading books from the library. A gloomy day can easily be brightened by visiting the Y7 learning zone. It's a delight to peer through the windows to see our studious young men concentrating and eager to participate. Daily reading has gone so well too. To start the day with books at the ready, we're engaged from minute one. The top ten announcements have become a weekly highlight and 1S appear to be smashing the watch of the week competition. I ask again: can they be beaten?! With competitions and celebrations coming up next month I can't for what the end of term 2 brings. Will anyone reach that elusive Gold award this term? 250 points is a big one. Let's see.



Year Seven Newsletter

TOP TEN	
Mateo	26
James	21
Henry	20
Tyon	18
Oumar	18
Amza	18
Maxi	18
Tugi	17
Ismael	17
Freddie	17

  

WATCH OF THE WEEK	
7W2S	93%

## Kindness

We've seen Year 7 making a big effort to do kind things this month. Lot of offers to tidy up book boxes and holding doors open. It's been a lovely place!

Which class will make team of the term? The scores stand thus: 1P 90%, 2P, 88%, 1S 93% and 2S 94%. Just a few more days until the decision!

Best wishes  
Ms Critchley

**This week**

Ayub Joins Rahat in Gold club with 251 points!

James receives the HOY commendation for effort

Team of the term contest is getting more exciting

Words of the week: Nocturnal and Novice

**Reminders**

Please ensure boys bring masks to school and that they are regularly washed

Boys must go home at the end of the school day and shouldn't be staying on site or around the local area to socialise

The vaccinations next week for those who consented

Next week: Interwatch football tournament and Celebration Assembly

## Year 9

It was great to be able to get together as a whole year group for only the second time this year to celebrate the successes and achievements of the year group at the end of the October half term. Many awards were given out for each subject but also for the students who have achieved over 50 positive points and even those who have done remarkably well to get over 100. Your son's are aware of the points they are on, they get told weekly in tutor time so please do ask them regularly to see how they've been doing!

As Head of Year one advantage of the situation we are currently in is being able to get around to all the Year 9 classrooms as they are now located next to each other, this meant I am regularly able to check in on different lessons and the learning taking place. Along with discussion with the teachers this helped us decide on our award winners and also helped me pick my HOY Scholar of the Term which was Edward Reardon! We are working as best we can to find ways of rewarding these boys in other ways as their continued effort and achievements should be recognised. Thank you for your support and our next set of awards will be held at Christmas.



## Year 10

Throughout this term the Year 10 have been focusing on ownership. Ownership of their education, behaviour and role within the school community.

Year 10 is always a good time to focus on this, as it is the first time in which students are given control of which subjects they choose to study. Part of ownership involves putting yourself in the best possible position to succeed.

I constantly reaffirm the list of **10 things that require zero talent:**

- Be on time
- Work ethic
- Effort
- Body language
- Energy
- Attitude
- Passion
- Being teachable
- Doing extra
- Being prepared

None of the above require any level of skill or ability, it just requires ownership of your actions.

## Sixth Form

### *LNS Football Academy*



It was a strange month which saw the students in our Football Academy come to LNS for their training. The students have coped really well with the changes to their timetable and again, we thank our partners, Volenti, for the reorganisation of the staffing and equipment that manifested itself in a month of hard work and technical sessions.

Fixtures started again on Wednesday 2nd December, here are our results;

2/12/20 NFYL Premier - Crystal Palace LNS 11-0 Cambridge Utd  
(Taylor Moyies 5, Taykaan Bennett 3, Luke Cowley 2, Archie Burnett, Anthony Ralenkov)

2/12/20 NFYL Championship - Reading JMA 2-1 Crystal Palace LNS  
(Saweed Djinado)

4/12/20 NFYL Reserves - Crystal Palce LNS 5-0 Reading JMA  
(Taykan Bennett 3, Billy Marsh, Kyle Eam)

4/12/20 SCL Development League - QPR 4-1 Crystal Palace LNS  
(Andrew Quadrovie)

This week, we played the Colchester United Academy in a Showcase game. We look forward to being competitive and will report upon for the next newsletter.

We have the next round of trials for our Year 11 students on December 21st. Please register for this if you are interested in joining our Football Academy at

<https://forms.monday.com/forms/f713d4d05f2e93dab2cec971492f68d2>

Have a fantastic Christmas, look forward to catching up in the New Year.

### Message from Director of Sport

It has been an interesting month for the PE department, however, I am incredibly proud of the way that the teachers and the students have conducted themselves in these difficult times! We have maintained the High Quality to lessons and continued, where possible, to provide some extra curricular activities, at lunchtimes.

We have welcomed our Football Academy coaches, from Volenti Academy, and students in undertaking their football training on the Astroturf on Hatfields. Our thanks to the Colombo Sport Centre for giving us unprecedented access to the pitches to cope with this.

Some focus on previous students:

Congratulations to Brooke Norton Cuffy for making his U23 debut for Arsenal FC and being selected for England in the recent international break.

Congratulations to Ramez Hefzalla on being called up for Morocco during the international break.

Congratulations to Stefano Cataldi who attended his first international Weightlifting competition for Team GB.

Congratulations to Henry Lawrence on his call up for England in the international break.

Congratulations to Cheick Diabate on making his professional debut for Exeter City FC.

It still astonishes me; the number of unbelievably talented pupils that have attended London Nautical and am very proud of all the sporting talent that we currently have in our pupils at the school too. Long may that continue.





Students had an opportunity to share some very personal stories about their lives which showed some of our links to Africa and the Caribbean. We often think of Black History Month as a time where we celebrate the big stories of 'important' and famous figures who have significance to other people, but why can't Black History Month be about us? The historical Black Britons whose stories were shared in the assembly were just the tip of the iceberg, and only some of the people who we know were Black, but there are many thousands more throughout British history whose names we'll never know.

History is made up of little stories as well as big stories, and every one of us has something significant in our lives that is worthy of retelling, remembering, sharing with others. When we talk of our connections to the African diaspora, whether it is during Black History Month or at any other time, we recognise that Black History is not just about other people. It is about us, it is about our friends, our neighbours, our family, our community.

With this in mind, we read accounts from students who could talk about their family holidays to Jamaica, the student who woke up after an exhausting plane journey and found himself in Ghana for the first time, the relatives who visited from Nigeria and had a family meal together ... there are numerous personal stories to be told which celebrate your personal significance, putting the spotlight on you, as a community of students, during Black History Month.

But Black History is not just one month, as the clip from the historian David Olusoga stated, "Black history is British history because it is a fundamental part of British history." Black history is more than a single topic in history, it is, like all histories, like a link in many chains. When we study history, it develops an awareness which enriches everyone, allowing us all to find and shape our place in the world, moving forward with greater confidence in our identity and our aspirations.

With thanks to Alfie, Ralph, Tariq and Adrian in Year 13 for their expert voiceovers.



It has been a busy and exciting first term in the Modern Foreign Languages. Our boys have worked with a great deal of effort and enthusiasm. In October we celebrated European Week Of Languages with a special assembly outlining the importance of languages; culturally; economically and the opportunities provided. Year 10W FR1 celebrated with a French breakfast of pain au chocolat, croissants and chocolat chaud. 10XSP1 went out to our local churrería by the river to order churros, a traditional treat in Spanish speaking countries. Year 7 Spanish and French students studied Picasso and Matisse and how to describe pictures, an integral part of the GCSE exam and a skill I hope they continue to grow with.

Year 11 Spanish and French students attended our new European Film Appreciation Society viewing of the film "Sin Nombre", a fantastic film about 2 teenagers and their journey to escape poverty, violence and search for a new life. We also screened "La Haine" a gritty drama about a group of friends and their lives in the HLM estates outside of Paris. Students enjoyed both films immensely and found them easy to follow, many were able to follow for long periods without having to read the subtitle track. Students then competed to write the best film review in Spanish and French.

Our focus over both half terms has been to extend all pupils' work both in length and range of language. One way of increasing the range of vocabulary and grammar is to regularly complete exercises on [www.memrise.com](http://www.memrise.com). Each of our classes has its own page on Memrise with regularly updated tests. 20 minutes a day provides a regular revision of vocabulary and grammar. It can be completed on computers or by using the mobile phone app. Another way to raise the level of language is by using higher level connectives.

French Connectives: Parce que / car – because puisque – since du à- due to  
peut-être- perhaps d'un côté- on the one hand d'autre – on the other  
donc – therefore jusqu'à certain point- up to a point cependant- nevertheless

Spanish Connectives: Ya que – as puesto que – since debido a- due to quizás- perhaps  
por una parte- on the one hand por otra – on the other por lo tanto – therefore  
hasta cierto punto- up to a point de todos modos- nevertheless

I would like to wish all our students and families a "¡feliz navidad y prospero año nuevo! / joyeux Noël et une nouvelle année prospère".

Señor García

(Coordinator for languages)

*In common with the many pupils during the course of the Second World War LNS was evacuated from its London home and our pupils and staff found themselves in Wales where this story begins:*

...once settled in New Quay Wales initially the boys were billeted in private houses or hostels each containing 15 to 20 pupils. Classes and gym were held in the Memorial Hall opposite the Town Chapel Vestry which provided two more classes and half a mile away the Parish Hall accommodated two more classes. Capt. Paul L Bender recalls being billeted with a family by the name of Evans who operate the only shop in the village coincidentally called London House.

Writing in 2005 Capt. Bender recalls:

*"While the ladies of the family operated the shop, Mr Evans was a fisherman; he was, as well, Assistant Coxswain of the New Quay lifeboat of the R.N.L.I. According to the season, Mr Evans caught herring, mackerel and lobsters from a 16-foot open boat named "Idle Hour" which was propelled by oars or an outboard engine. Mr Evans took me in hand from the very first day of my arrival and taught me much about small-boat handling and all aspects of practical seamanship. When not occupied by him, I was charged with the job of delivering groceries to the customers of London House. This was no small task as New Quay is built on the side of a cliff flowing down to the sea and all deliveries had to be done on foot".*



*The Town Chapel Vestry and Memorial Hall*

The school gradually filled up over that first autumn term as boys travelled from London and the classes were divided by age as additional boys arrived having been recruited by the Inspectors as above. The school was then broadly split into two groups by age, Nautical Transition the older boys and Nautical Preparatory the younger. Nautical Transition was further split by academic ability into NI and NT for the more able. The Royal Navy recruited the older boys at just 15 ½ years old and the Merchant Navy at 16 years!

Writing sometime around 2003 Alumni Bernard O'Sullivan, (class of 1946) recalls the class sizes as follows: - N III (20 pupils), NII (24 pupils), NT (24 pupils), NI (20 pupils), NP (26 pupils) with N III being the oldest boys. The influx of new pupils presented problems not least in terms of the supply of uniform and the often seen picture and article in the Picture Post of the boys marching along New Quay shows the younger boys without 'Square Rig' uniform.

Alumni Jon Tondeur recalled Headmaster Fuest playing the piano at the regular a Saturday evening dance in the Community Centre, cigarette dangling from his mouth and how Jon earned 2d each Sunday for pumping the organ bellows at the local Methodist Church with other pupils earning pocket money digging vegetable plots for the locals. More of the boys worked garden plots whilst at New Quay, the produce from which they were able to sell for which they were paid 6d. The boys also took part in Summer Farming camps helping to bring in the harvest whilst "Digging for Victory".

Time at New Quay was not without its incidents. Whilst the boys were collecting Seagull eggs on the cliff side pupil Don Kenyon fell to his death and fellow pupil Jon Isaacs made the 3 mile run back to town to summon help in an incident recalled by both Jon Tondeur and Capt. Bender.

The boys also became involved in the events surrounding a crashed Spitfire (including collecting souvenirs) – the pilot survived but the recovery of the fighter did not go to plan. The pilot was by chance the son of future Headmaster Mr Stead a trainee fighter pilot who made a forced landing on the beach. Fellow staff member Capt. Harvey volunteered the services of the pupils to haul the plane up the beach which had landed at low tide. The offer of help was declined even after the dispatched recovery vehicle became bogged down in the soft sand leaving plane and vehicle to the mercy of the tide.



*Bren gun carrier*



*Luft Tackle*

The following day a Bren gun carrier was dispatched to recover both, but this too became marooned. Finally a hundred and twenty boys under the direction of Capt. Harvey, using luff on luff tackles pulled the plane and two vehicles to solid ground.

More reminders of the proximity of war were yet to come, despite its westerly location and New Quay being supposedly far away from the war; one day, a plane crashed into the sea close by. The lifeboat was called out to rescue possible survivors. On this occasion, Paul Bender acted as a member of the lifeboat crew. The lifeboat was propelled by sail and oars and the search was fruitless, no trace of plane or survivors was found. A couple of days later, a body was washed up on the beach which turned out to be a German pilot. He is buried in the local cemetery alongside Don Kenyon.



New Quay Wales



Pictured right School Parade in 1942 led by School Captain Frank Grayley and Vice-captain Eddie Gilvay to his right flank. On the front rank from right to left are Danny Moore, Don Kenyon and Pat Driscoll. The three tiny figures to the rear left of the picture by the pier warehouse are said to be Headmaster Fuest, Captain Harvey and Mr Stead (future Headmaster).

The warehouse on view in both pictures was used for classes with the rooms on the road level being the nautical rooms, the next level the laboratory and the upper floor being used for seamanship skills.



Brynnafor - LNS Archive Ref 536

By June of 1942 the school roll had reached 130 and in September 1943 the school rented three local hotels; Headmaster Fuest ran the first, 'Brynnafor' with 35 boys. Mr and Mrs Stead had 'The Glen' with 30 boys Captain and Mrs Harvey looked after 'The Compton' with another 30 boys and finally a further 25 or so pupils being billeted in private homes.

One of the pupils under the care of the Steads was Jon Tondeur who, as Mrs. Stead acted as mother, recalled being taught how to darn his hockey socks at weekly meetings. (The boy with the best repair received a small meat pie from the local butcher store, and he wrote *'he could still taste its juicy flavour'*). The Compton had previously been the village pharmacy in pre-war years.

There was no intake in the September of 1945 as the school returned to London and a new chapter at Comber Grove School in Camberwell.

***In memory of 2<sup>nd</sup> Mate Mr Jon Tondeur (LNS 1943 – 1948) who passed on 10<sup>th</sup> October 2020***



# THE LONDON NAUTICAL SCHOOL

LEADING NAVIGATING SUCCEEDING

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