



THE ANTONIAN

Summer Term 2021



ST. ANTHONY'S SCHOOL
FOR BOYS

Welcome



The end of the academic year was marked by celebrations and excursions for most year groups. It is always poignant when boys in Years 6 and 8 depart for their senior schools and it is true that no one, boys or parents, ever really forget those formative prep school years. It was particularly joyful to host Graduation ceremonies for the leavers and their families complete with awards and prizes, and the opportunity for everyone to come together in community. Two year groups attended Mass in St Mary's Church for the Solemnity of Saints Peter and Paul with all other boys participating via a zoom link. The First Holy Communion Mass in June also proved to be a joyful occasion adorned with St Anthony's choir singing the setting of the 'Martin Mass'.

This year marked the inauguration of Careers Week where boys from Reception through Year 8 were introduced, in varying degrees of detail, to a range of jobs undertaken by current parents. Thank you to all the parents who volunteered to speak to the boys and to those who missed out this time there will be an opportunity to sign up next year. As well as presentations a number of boys applied for internal positions which allowed successful candidates to shadow various teachers. The 'Headmaster for the Day', from Year 2, proved to be more than worthy of the title notably holding his own in a history discussion with Year 7 boys! There was a lot of fun and learning to be had.

Careers Week

The closing of schools wrought by the pandemic meant that schools were forced to think imaginatively about how to make digital learning work in practice. Feedback from boys and parents was overwhelmingly positive but with the crisis (hopefully) over it is time to consider the ways in which digital and traditional learning methods can be blended into the routine curriculum. This will be on the agenda for the new Heads of Faculty and, in particular Senior Teacher, Justin Eniola who will lead the debate on digital learning throughout the school. Boys in Years 7 and 8 have enjoyed the opportunities provided by individual laptops and (fingers crossed) we look set to extend provision to those boys going into Year 6, which will assist in their preparation for senior school entrances tests. The accessibility of educational apps and programmes looks set to be a game-changer in terms of the way children learn, inquire, and explore and St Anthony's is determined to strike the right balance between the best of the old and best of the new.

Another area where we are determined to excel is in co-curricular activities. This is because when boys commit to music, drama, sport, or academic clubs and societies there is often a marked increase in interest and enthusiasm for participation and learning in general. It also leads to greater confidence and boys feeling more positive. I am very pleased that Anthony Christoforou will be leading on the Activities programme at St Anthony's and he has already put together a schedule, to be shared shortly, for the autumn term. The incoming Heads of Humanities and Languages have also been busy in pencilling-in dates for trips in the UK and in France. Broadening horizons and cultivating shared experiences is the right antidote to lockdown and too much time spent on computers.

I would like to pay tribute to the work of the teachers and support staff throughout the year and especially to those who are moving on to pastures new. All boys have had an opportunity to spend a morning with their new form teachers who will continue to operate as the key link between home and school, offering pastoral and academic guidance as well as being the 'go to' person for parents with queries and concerns. I really look forward to introducing new colleagues when we start again in September and welcoming families into school once again.

With best wishes for a safe and enjoyable summer,

Richard Berlie
Headmaster

From the deputy heads

This is a year that we will certainly not forget; let us hope that normality will resume from September 2021! We would like to extend our thanks and gratitude to all members of the school community who have worked with us, despite many bumps in the road, with characteristic empathy, understanding and a pinch of humour! Our boys, once again, have 'risen to the challenge' with their characteristic resilience and determined nature. We are, as ever, so very proud of each and every one of our pupils; your steadfast approach has been truly inspiring throughout. Very well done from the whole staff. May we take this opportunity to wish all of our boys and their families a restful and safe Summer Break. We look forward to seeing you back, refreshed and ready for learning in September. Best wishes,

Chris Kearns and Catherine Arslan
Deputy Head Academic, Deputy Head Pastoral

During the week of June 14, boys who had applied for job roles in the school, successful shadowed staff and in some cases lead lessons. We saw many boys stepping into the shoes of the Deputy Head: Pastoral, Director of Music and Premises Manager.

Parents were also invited into school to share their career stories and each class in the school was fortunate to learn all about a career during the course of the week.

A big thank you to all those who took part.



Catholic Life at St. Anthony's

Summer term started with a flush of hope as Year 3 were able to celebrate their First Holy Communion in partnership with the Girls' school and with their families. First Holy Communion is always such an uplifting event to attend, especially when the pupils looked so smart and reverent as they celebrated this important milestone in their religious life. As ever, I am indebted to the support of Louise who has so wonderfully guided the children through this journey and I know the parents are always incredibly grateful to her wonderful patience and generosity.

Our celebration of St Peter and St. Paul was unable to continue as we had hoped, with everyone in the church, but went forward via streaming with year 4 and 5 attending. We were very fortunate to have this important day marked with music of outstanding quality by Jonathan and the quartet of singers.

A final thank you must be extended to Mgr. Phelim, who has despite the challenges of Covid has maintained a presence at the school, taking

part in assemblies over Zoom for both the Junior and Senior House. As ever we are grateful for the time you give us and your insightful (and humorous) homilies.

I wish you all a restful summer, a smooth transition for those leaving, and a safe return in September.

Richard Hull



A painting by Dominic's (3L) aunt of St. Mary's

Co-Curricular

Junior House Summer Hobby Clubs

Harriet's Lego Club

The boys in Lego club are given some ideas about construction; however, they are ultimately left to use their imaginations and build whatever creative inventions they like.



Sophie's Art Club - Year 3

We have had a busy and creative time in Art Club this term! We have explored different materials, styles and techniques. We have explored 'Pointillism' - looking at different examples beforehand as well as creating our own collages using the 'Mosaic' effect. We have learnt about shading -looking at how to create different shades of light using charcoal and made our own Safari animals using clay. The boys have worked incredibly hard and cooperated well. They have produced some wonderful creations. We have some budding artists amongst us!



Joanne's HIIT Training - Year 2

This Term the boys in Year 2 practised high intensity training. They moved around different stations where they had different activities to perform. The boys had 30 seconds to work as hard as they could, followed by a 30 second rest break. Activities included: burpees, squats, lunges, plank, and mountain climbers.



Lizzie's Running Club - Year 3

From wind and rain, to our warmest days in June, pupils from Years 3 - 6 enjoyed going to Hampstead Heath as part of Running Club this term. The boys pushed themselves to complete hill sprints up Parliament Hill, and would often complete a 2.5 mile course to and from St. Anthony's school. Many boys developed good breathing and running techniques, and showed good perseverance throughout.

Sarah's Board Games

The boys have been playing a selection of board games, including Uno, Chess, Draughts, Snakes & Ladders and Connect Four. A favourite is Uno and I have taught a few boys how to play draughts, which they now really enjoy. It has been lovely to see them learn new games and enjoy playing them together.



Louise's Gardening Club - Year 3

The Year 3 gardening club have been very busy growing potatoes, which they chitted in January, radishes and sunflowers from seeds, strawberries, tomatoes and courgettes. We have successfully harvested the potatoes and radishes and the sunflowers will be going home with the boys for the summer.



Milly's Drama Club

In Drama club we have been working on improvisation, character work and physical performance. For a group project, the boys made up a movement piece to the song 'When I grow Up' from Matilda. The boys also incorporated their musical talents by playing piano, guitar and singing to accompany the movement piece. The boys should be really proud of their hard work!



Senior House Summer Hobby Clubs

Jonny's Running Club - Years 4 to 6

From wind and rain, to our warmest days in June, pupils from Years 3 - 6 enjoyed going to Hampstead Heath as part of Running Club this term. The boys pushed themselves to complete hill sprints up Parliament Hill, and would often complete a 2.5-mile course to and from St. Anthony's school. Many boys developed good breathing and running techniques, and showed good perseverance throughout.



Anthony's Playground Games - Years 5 & 6

The boys have enjoyed a variety of activities this term, including: football, volleyball, badminton, basketball, football, table tennis, cricket and many more; even chess on rainy days. As well as developing their coordination and skills, the boys have learned some valuable lessons regarding teamwork and cultivating positive attitudes as teammates and competitors.

Inder's Lego Club – Year 7

The boys in Year 7 have worked cooperatively to construct a variety sometimes advanced Lego sets this term. They have also used their imaginations to design their own creations.



Claire's Craft Club – Year 4

The boys have worked industriously in Craft Club and have enjoyed exploring different materials and techniques. Sewing, for some, has been a new skill, along with soft toy making. I have been impressed by all of the boys' wonderful creations, from making woollen pom-poms and transforming them into either Minion or Emoji key-rings, to creating colourful felt bugs and mini-monsters. Well done for the fantastic creativity, boys! Claire



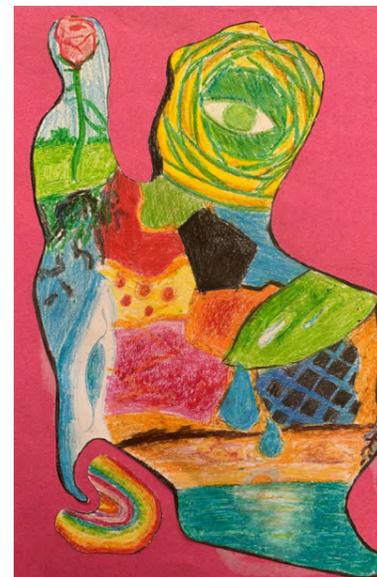
Pooja and Ally's Yoga Club – Year 4

The boys have been focusing on their posture and form. They have been learning Sun Salutation Sequences and have been improvising their own Yoga sequences and sharing them with the group. I hope that this introduction to Yoga will inspire them to pursue this further in the future.



Oliver's ADT Scholars – Year 6, 7 and 8

St. Anthony's ADT 6-8 scholars have been busy this term improving their observational drawing skills. We have had focus on assisting with the design of the waves of kindness mural (GT and AS Y7) and creating fabulous mixed media Art at home in their own time (AS Y7 and AS Y6) respectively.





Paula's Drama Club

We began this term in Drama Club looking at the classic Willy Russel play, 'Blood Brothers'. The boys looked at several scenes between Mickey and Edward and we played with the idea of the same Actor playing the roles from childhood to adulthood and what that would involve. The boys produced some lovely work and particularly enjoyed being permitted to say the odd rude word! We then moved onto looking at extended improvisations. We would set up an idea for a scene and I would then share secret information with each player to influence their decisions and objectives in the scene. The boys have taken to this tremendously and have relished the feeling of not knowing what was going to happen next. A wonderful feeling for a young actor!



Jonny's Basketball Club – Year 8

The Year 8 boys have made the most of Basketball club every Friday after School. It has been great to see them back out enjoying themselves and being competitive on the Basketball court. They have focused on their passing and shooting skills, as well as positional play and tactics for their fixture with Arnold House. We hosted Arnold House for two matches in May, with St. Anthony's winning both games. We have some talented players and the whole group have made great progress.

End of Year Excursions

In order to celebrate the end of each School Year, every Year Group arranges a trip for the last week of term. This has been one of the most challenging years ever for both staff and students alike, given the obstacles presented by the pandemic. Nevertheless, we have all adapted and made this year one of the most productive and innovative to date. Hence the reward of this year's End of Year Trips were sweeter than most. Here are the activities that we all did:

Reception – Kew Gardens

Year 1 – Regent's Park Open Air theatre to watch 'Anansi the Spider'

Year 2 – Hampstead Heath

Year 3 – Kew Gardens

Year 5 – Legoland

Year 6 – GoApe Alexandra Palace

Year 7 – Laser Tag

Year 8 – Phoenix Outdoor Centre

Reception

Huge congratulations to our Reception boys for completing their first year at school! They have had to contend with so much change; we are so proud of how they have taken it in their stride.



The boys first Sports Day was a wonderful occasion; we do hope you enjoyed all the photos. They had great fun taking part in a variety of races; from sack race to javelin and sprinting. To finish the day, we had a wild game of 'Duck Duck Goose' around our parachute and of course an ice lolly!

To celebrate our work on 'Traditional Tales' in Literacy, the boys enjoyed a visit from the Freshwater Theatre company. The boys took part in a story hunt and enjoyed re-enacting parts of different stories and dressing up as various characters!

In our Understanding of the World lessons this term, we learnt about 'Growing and Life Cycles'. The boys loved growing their own cress, bean plants and even butterflies! We have been so impressed with the boys thirst for knowledge about the world around them.

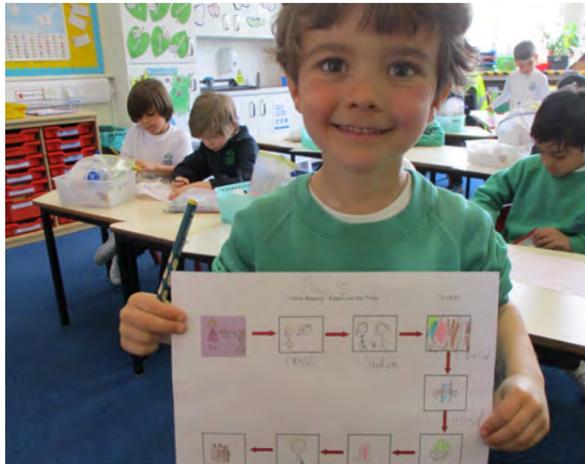
We were very excited to welcome our new pet guinea pigs to Reception, Poppy and Fudge! The boys have enjoyed learning all about how to look after them and the guinea pigs have been a very calming influence!

During the last week of term we went to Kew Gardens. The boys had a wonderful time taking part in a 'Plants Growing' workshop and consolidated their understanding of how plants grow. They also had a fantastic time exploring the new Kew Gardens children's playground!

To celebrate the end of the year, the boys performed, 'The Enormous Turnip'! Thank you so much for providing your son with a costume, we think they looked amazing! We hope you enjoyed the recording; many thanks to Jonathan for playing the piano and Stefano for filming.



Year 1



In English we have developed our story-writing techniques through the use of story mapping. We have learnt to use time connectives to link the different parts of our story together and developed our confidence as story-tellers. We are proud of the fabulous books we have written and illustrated this term! We have also enjoyed daily story time and guided reading.



In Maths we have developed our confidence with number, space, shape and measure. We have done lots of work on Money and enjoyed buying end of term prizes in our Year 1 'Toy Shop' where we practised making totals and calculating change.



In Science we have had a busy term learning all about plants. We grew our own bean plants which helped us learn about the main things a plant needs to survive. We kept detailed bean diaries to track their progress over the term. We enjoyed spotting wild flowers and trees on our trip to Hampstead Heath!



We have learnt a lot about Ancient Egypt this year. We have looked at mummies, pyramids, farming, housing and trade. We were lucky to have a talk from Rob Hay and his assistant Pharaoh Felix all about life in Ancient Egypt.

Year 2

This term in Year 2 has been very busy!

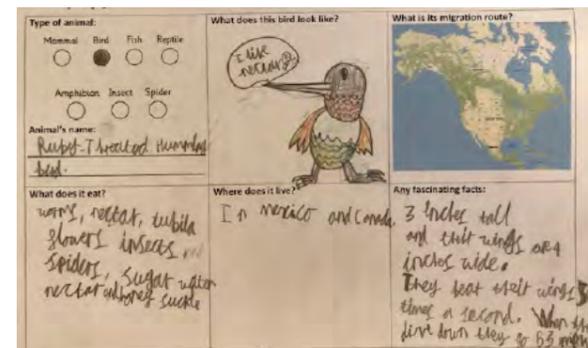
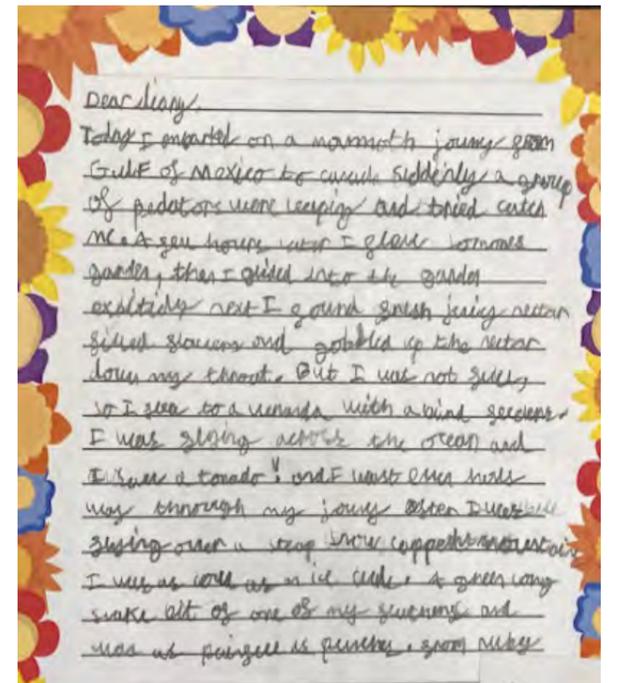
The boys have been exposed to a range of high quality texts in English and written some excellent fiction and non-fiction narratives. We started the term focusing on a book called 'Hummingbird' by Nicola Davies, where boys wrote a diary entry from the perspective of a ruby-throated hummingbird on its migration route. iPads were used to research facts, which they then collated to write and present to the class. In Art, boys drew sketches of hummingbirds using pastels, followed by acrylics on canvas and in Geography created brochures and tourist posters on South America.



We have been very crafty this term and have enjoyed learning about different artists such as Andy Warhol and Claude Monet. We have also done some baking and made some delicious cookies for our families.

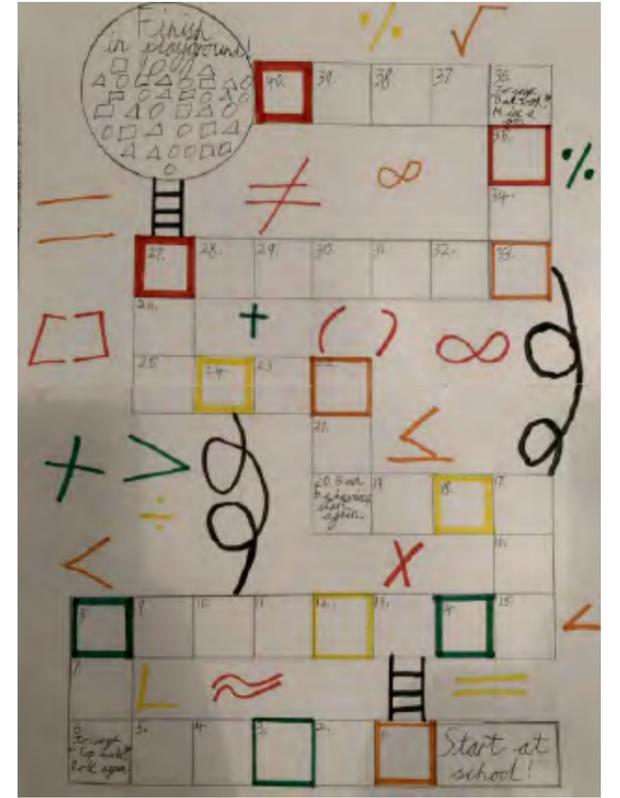


We have been very active this year, culminating in a fantastic Sport's Day. We are proud of all of our achievements on and off the sport's pitch this term!

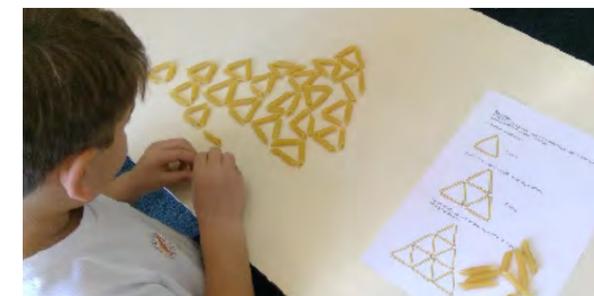




Science Week allowed the boys to experiment with different materials and there was a lot of excitement when we recreated a volcano in the playground! Boys learnt about Plants this term and got involved planting cress seeds and recording weekly growth. They also made fantastic microhabitat bug hotels and bird feeders, to attract creatures great and small to their own garden homes.



During online learning, the boys impressed us with their operational skills, designing and creating their own board games, which they brought into school afterwards, for everyone to play.



Later on in the term, whilst problem solving, boys were given 18 pieces of penne pasta to work out how many hexagons this could make, then as a challenge, the boys were given the opportunity to create their own shapes.

Year 3

As we come to the end of a year, where online teaching again took up a considerable amount of energy, we must congratulate the boys on their focus and continued enthusiasm for learning.

We can see their progress and development in many areas. It is easy to track this through their art and DT work. We congratulate them on their attention to detail and creativity in their pattern work, and their Rainforest themed pieces. The dart frogs painted in water colours show beautiful blending of colour and the cheerful toucans were completed using oil pastels and finished with a brush wash. We love too the creativity and bright colours of the collage macaws, and can you spot the geckos on the printed leaf backgrounds?



In PSHE during Wellness Week, boys were inspired by the arrival of a fish tank in the Senior House and designed what they thought it should look like.

We ended the year, by presenting superhero poems, which the boys had written themselves.

Fantastic work, well done!





As part of our Tropical Rainforest topic, we visited London Zoo to learn more about endangered animals and the role we can play in helping preserve these species. The boys attended a workshop and enjoyed walking through the rainforest enclosure amongst sloths, tamarin lion monkeys and tapirs. The boys presented talks to the class on endangered animals and plants from the rainforests. The boys excelled themselves in writing fables about how animals became to look the way they are today. They used descriptive language and paragraphs to great effect and illustrated their work using collages.



We also had great fun visiting Hampstead Heath to learn how to identify different trees; their names, what their leaves and bark look like and how their seeds are dispersed. We presented our data in Maths. On the Heath, we spent some time bird watching. We spotted herons, crested grebe, a swan with her cygnets and many other pond and woodland birds. There was also time to practise our compass directions with some orienteering and we honed our measuring skills by finding out the girth of some of the largest and oldest trees.



We finished the year with a return to our History Topic on the Ancient Romans as the boys performed a play on the Emperor visiting Britannia. It is always fun to work together to put on a show, especially if it involves Roman soldiers, the pomp and ceremony of the Senate, fanfares, elephants and a great feast. We are very proud of the boys and their academic progress. We wish them all the best for their move to the Senior House.

Senior House

St Anthony's Summer Writing Competition!

The inaugural summer writing competition, set around the theme of sport, attracted over 30 imaginative entries from across the Senior House. Our students chose many different sports, both real and fictional, from revered Olympic favourites to the contests of galactic gladiators, from the grandmasters of chess to the jousting of medieval knights.

It is clear that there are many talented and inventive storytellers at St Anthony's, and the boys delighted in reading their stories aloud to their classmates! Guest author Dan Freedman, who is best known for the Jamie Johnson series about an ambitious young footballer, announced the three winning stories.

Rifles - Ed Bennett (Year 4)

The rifle range in Scilly was unnaturally quiet. A Cessna broke the silence as it flew slowly by.

One hour later, the plane landed and a man walked out - as if there were one hundred people around him cheering for him and he was a film star - but he walked out on to the empty runway. He was Australian, as suntanned as a burnt potato and he wore a grubby maroon leather jacket.

This man - whose name was Carlo Williams - was decorated in a multitude of badges. He was clearly a legend. Carlo waited before taking out his gun. He looked through the sight of his Colt LE-6920 - and pressed the trigger. The bullet hit his intended target - an innocent robin resting on a nearby fence. Carlo grinned despicably, "I'm going to win this."

Two hours later, the next competitor arrived. This man was Russian and he wore a newly washed black linen suit. "My name is Magnus Novikov," he said in his strong accent offering his hand to Carlo. "What is yours?"

"Carlo," he replied with a cunning smile. "Where do you think the others are?" the Australian enquired. "I've been waiting way too long just to get into the arena!" Little did he know, he had a lot longer to wait.

Four hours later, another Cessna landed and an Englishman emerged limping from the aircraft (a longstanding injury from a car accident when he was a child).

This Englishman's name was Cassian Chase. He held an Armalite AR10 Semi-Automatic Rifle. Mysteriously, there was now a fog clouding the aircraft. Cassian thought to himself, "Oh great! Now, as well as having my limp, I also have limited vision." He came down the stairs of the plane slowly and awkwardly.

The three men were there for a shooting competition - Trigger Target 2021 - they were the world's best and had travelled for miles to be there. But one thing was missing - where was the host? The men looked around but he was nowhere to be seen. Just then, Cassian felt a throbbing sound in his ear - it shook him to the bone. The three men looked at each other in confusion. Magnus said "Look! Up there, in the clouds, there is a helicopter!" It must be their host. The helicopter skilfully hovered above them - and then they saw a shadowy figure with a parachute on his back, jumping and falling toward them. They all took cover.

The host pulled a cord and his parachute spouted out. Surprisingly, it was decorated with the red, white and blue of the British flag - the Union Jack. The host wore a black double Windsor tie. He landed elegantly and Magnus thought to himself, "What the ...?"

Looking at his watch, Carlo said "You are twelve hours late!"

The host smiled "I am afraid you are mistaken. You are twelve hours early. Gentlemen, I am your host, Matt Mitchell - welcome to the Isle of Scilly. Let's get this game started."

Ten minutes later, the competition began. Carlo was first. The Australian looked at the sight of his rifle and, without effort, he shot the gun. It punched his shoulder hard. Strike! He missed, and hit a fence post. Carlo tried again and, this time, he hit the target. After that, Carlo shot well. This was agonising for Mr Novikov - and he cursed in indecipherable Russian. Carlo got ten hits out of twelve.

Magnus hit nine. He was devastated and he swore again.

Cassian thought that he didn't stand a chance. His mind thought four words in his head "I am going to lose". How can a man with a faulty leg possibly beat a legendary shooter? All his life, Cassian had worked harder than anyone else to make up for his ailment but he feared this would not be enough this time. When he pressed the trigger, sweat dripped out his forehead. Amazingly, he hit the target in the dead centre. BANG BANG BANG - it was done.

Matt Mitchell said, "We have a winner, Cassian Chase! He may have had badly hurt his leg in a car crash but he tried harder than any person I know. Cassian wins the trigger target 2021!"

HE WON! Cassian could not believe this. Matt Mitchell handed him a glowing golden medal. This was the first time they had seen him smile. The three contestants shook hands and slowly walked to their airplanes.

The Rugby Champion - Heini Hauptmeier (Year 5)

Alfie sighed. Another day of school. He dreamed of schools like the ones his friends told him about, during the few times they met. Schools where everyone wanted to help you out, where everyone wanted to be your friend... And teachers were super nice, and they served amazing school dinners. And best of all, no bullies. Alfie hated bullies. Everyone else did too, but they were just too scared to admit it. A school without bullies would be a dream. But, he thought, such a thing was too good to be true.

After the first lesson, Alfie's day was definitely not getting better. As if getting told off by the teacher for something he didn't do was bad enough, he turned the corner, and saw Jack. Jack was the class bully. The guy everyone feared. He ruled with an iron fist, and the only reason he wasn't expelled was because Jack's father would give the headmaster a violent beating. Alfie immediately crouched down, to avoid detection. Jack and his cronies were having a conversation. Jack said, "Look at this, boys! They're hostin' a rugby competition!" One of his friends sneered, and replied, "Sounds like the perfect opportunity to destroy some wimpy mutt, like that Alfie freak." Jack said, "That's what I like to hear." Then, they walked down the corridor and up the stairs. Alfie breathed a sigh of relief, and approached a small poster on the wall:

RUGBY COMPETITION

Monday, 14th June

"14th June?" Alfie thought, "That's next Monday!"

Alfie saw Jack's name in nearly unreadable handwriting, who had signed up for the red team. Suddenly, Alfie had a crazy idea: If he could beat Jack, everyone would be his friend. They would invite him to their parties, play games together... It was a long shot, but if Alfie could make it... Slowly and shakily, Alfie took the pen and signed his name up for the blue team.

Alfie had arrived at the rugby pitch. Every step he took made his feet feel like cement. He could practically feel what all the children would do after his defeat, taunting him, teasing him for his loss. The fear amongst the crowd was almost tangible. The blue team started as defence. That meant Jack would crush him and beat him into pulp. As he walked onto the field, he heard Jack shout, "Well, well, well, look who's 'ere!" Trembling, Alfie got into his starting position.

The coach blew the whistle. At that moment, all chaos broke loose. As Alfie looked at the advancing doom, he held firm. One of Jack's friends was holding the ball. He moved over towards the side, hidden from view. As the person holding the ball came past, he leapt out of his hiding spot, and tackled him to the ground. In a last-ditch attempt, the person with the ball tried to pass it to Jack, but narrowly missed. The ball flew from his hands, arced above the pitch, and hit the ground. "TURNOVER!" yelled the coach.

The next part was just complete madness. The game resumed, and Alfie sprinted forwards. He locked onto the target while around him, his teammates were falling to the ground. Someone passed Alfie the ball, while he sprinted. Alfie didn't look back. He was getting close to the try line. For some miraculous reason, he wasn't down yet. All the red team was pursuing him now. He could practically touch the line. Alfie leapt up. The world seemed to go in slow motion, as if this was a movie. He could feel his opponents grabbing on to him, dragging him up. In front of him was victory, and behind him was defeat. Alfie reached out for victory, and... the ball came down, into the try zone. There was a moment or two of silence. Then, the crowd broke out into loud cheers. Everyone except for Jack was applauding, whistling, and chanting Alfie's name. He couldn't describe the feeling. It was... amazing. But then, out of the corner of his eye, he saw Jack. He was doing something Alfie never thought he would see him do. He was crying.

Alfie stumbled over towards him and gave him a pat on his back. Jack looked at him, and through mouthfuls of tears, he spluttered "why?" Alfie smiled and said, "Because I can."

Surviving in the Desert - Baptiste Rech (Years 6-8)

I was dismissed from the preparation room. The inky black tarmac boiled under the sun's wrath. 50 helicopters which took 4 candidates each were lined up to as far as the eye could see. The rules of the games were simple. They throw you into a desert, be the last one alive and if you do you would have fame, glory and billions of pounds. I mounted into a yellow helicopter with black stripes painted across it. Four other people came with me, all as muscly and ugly as each other. I gulped. This was going to be hard.

We flew over kilometres of desert. The barren land provided no shelter and water was virtually inexistent. Finally, after what seemed like hours. We reached a sand dune and when we were 5 meters from the ground the pilot uttered a single emotionless word, "Jump." I swallowed the words in. The others leaped out onto the sand and finally I too leaped out, landing with a thud in the new world. In the distance a horn resonated in the air. The games had started.

The competitors scuttled off. I needed to find water. It was crucial for surviving in this environment. After hours of searching, I found a pool next to a tree. I leaped with joy. I had practically one already! Using the leaves, I made a mat on the ground and took a ration of water. If this was going to be a long stay, then I had to conserve my food. That night a booming voice echoed in the air, "50 dead, 150 to go!" After that I fell into a deep sleep.

The following morning, I got up, drank a bit and then pondered about how I was going to get food. After a while I got it! If there was a water source than there were bound to be living creatures around it. I dug around the pond. To my luck I hunted down a scorpion family and a few spiders. By the end of the day, I had made a pile of food and a wooden spear.

A week later, after announcing that only 20 competitors remained, I saw a figure of a human approaching my camp. I got my spear ready. As he got closer, I saw that the person was a man rippling with muscles. I held my breath and threw the spear. In front of my very eyes the man fell. I had killed a man. I had killed a man. Tears welled in my eyes. I never thought I would, and I was here killing an innocent one who had not harmed me in anyway. I then fell in sadness and fell into a troubled sleep.

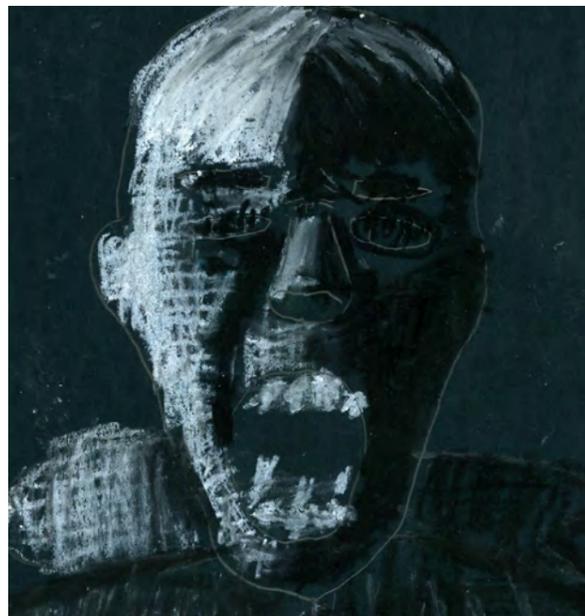
I dreamt of shadows that I speared and crying families full of grief at the death of their son. It was horrible I just wanted to wake up and weep until I died.

I learnt that 2 people were left. My water was running out and my food pile holding meagre portions of lizards. I sighed. This was going to be intense. I would not last more than a week. Nearly a month had past, and none were as desperate as this one. Suddenly, a scream filled the air. It was of surprise and pain. I knew the other competitor needed help, so I ran to where it came from. On the floor was a bloodstained person. I checked his pulse. It was weak. Should I kill him to relieve him of pain or should I let nature to its work? The choice was tough but finally looking one last time at the agonised person, I drew my spear and with all my strength stabbed down.

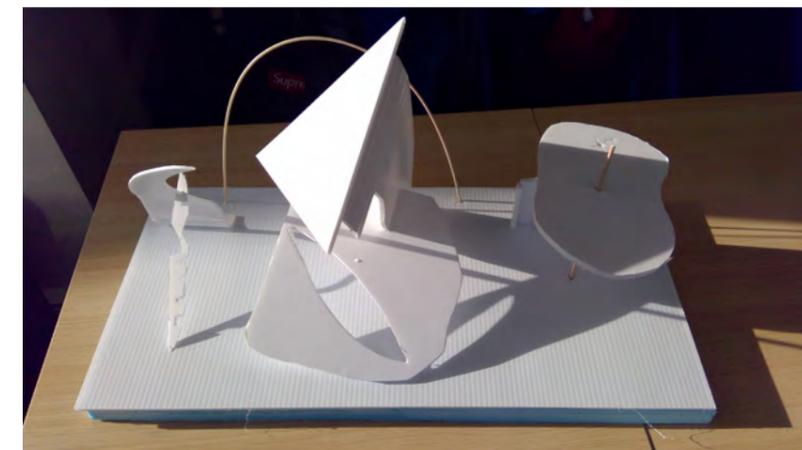
A blast of a horn indicated the end of the bloodbath. A helicopter landed and took me home. I never wanted to experience those horrors again.

Art

Year 6 have worked hard this term creating powerful self-portraits for their Macbeth costumes. These drawings were made using oil pastels on black paper and the boys experimented with different shading techniques to create as wide a range of tone as possible.



Year 7 have had an exceptional year in ADT. This term has been the crescendo of their Sustainable Cities project and they have produced fantastic architectural models re-imagining St. Anthony's School and the Makoko floating school in Lagos.



The current Year 8 have been without doubt my most studious ever. They have worked hard developing their portraiture using a wide range of drawing, collage and multimedia techniques.



It has been my absolute delight to paint a coral reef mural in the Senior House as part of the waves of kindness project celebrating students' acts of kindness around the school. I have to say a big thank you to the Year 7 ADT scholars who helped me design it, to Catherine and Chris for commissioning it and to Ally for all her logistical help. The 10 years I've spent at St. Anthony's have been very happy ones and it's been the creative adventures like this that I've enjoyed the most. I look forward to staying in touch and sharing my future artistic adventures with you all.

Drama

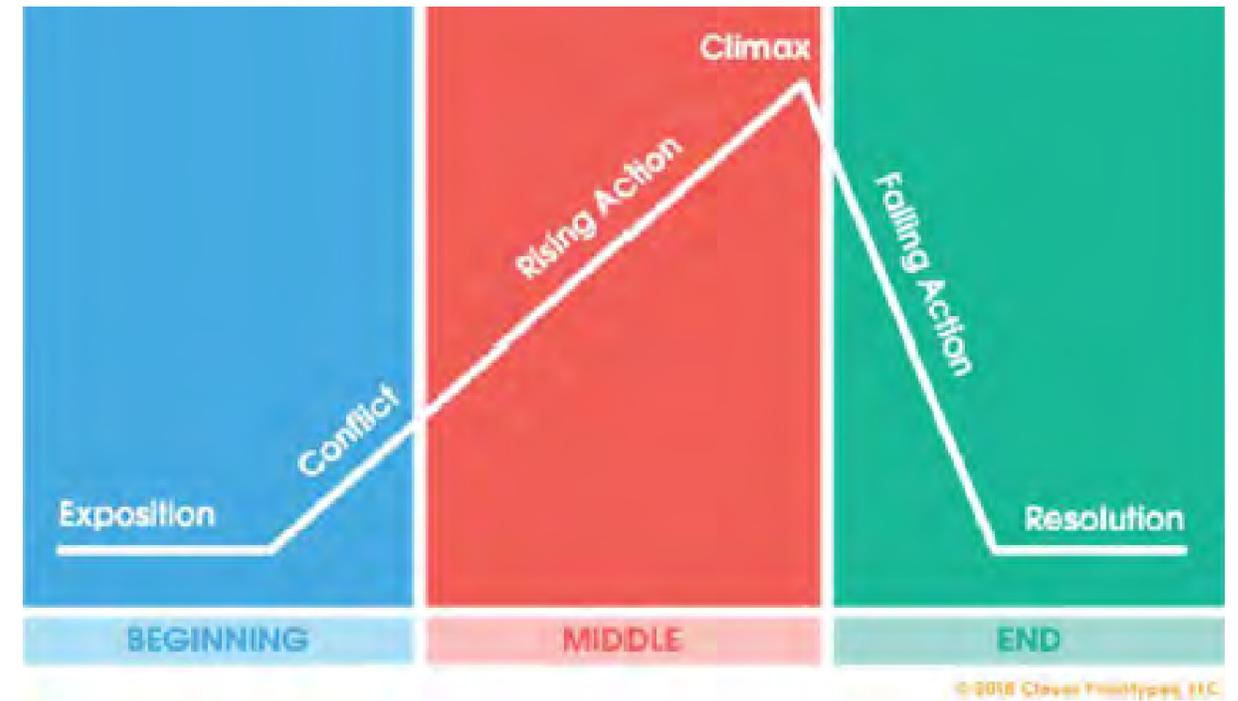
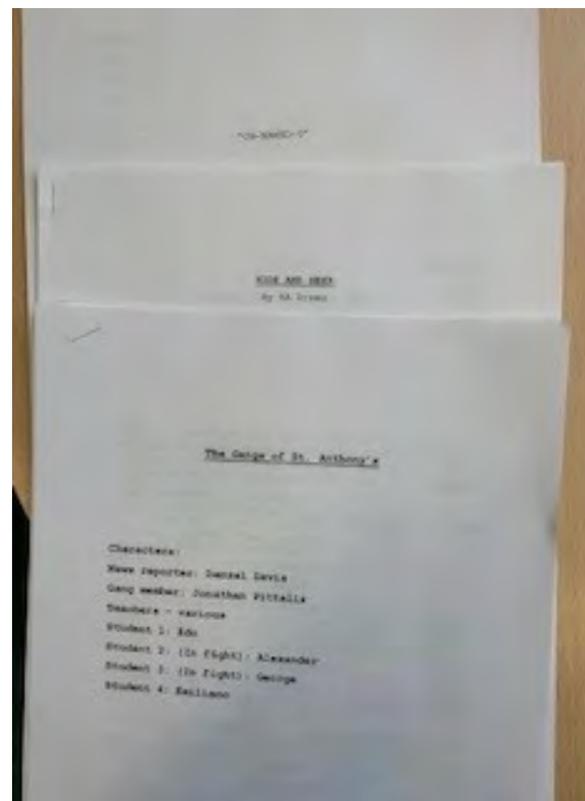
Film Week

ACTION!

As is tradition at St Anthony's, for the last term, Year 8 have been writing, directing, starring in and editing their own films. We began looking at the concept of film writing and taking work from page to screen during the lockdown. The boys started by writing a simple story. They then took the story and created a plot diagram; identifying the conflict, exposition and climax. From there, they explored how to write a screenplay and the key features required. The boys learned about dialogue, special effects, slug lines and passages of action. It was now time in our process to think about filming. I set the boys a task to create a storyboard of photographs of the same subjects but altering the camera angles to create tension and atmosphere. Please see a few examples below. The boys all produced a wonderful selection of camera angles and interesting stories. When we returned to school in the summer term it was time to think about writing a script. In their three Drama groups, the boys brainstormed lots of ideas. Some of which were very elaborate (there was talk of bringing in stunt doubles at one point) and some were too complicated (I felt that hiring 150 extras was probably out of the question)! However, eventually three scripts were devised. 'The Gangs of St Anthony's' – a mockumentary exploring possible gang warfare, 'Hide and Seek' – the tale of a detention gone wrong, and

'Un-Named-0' – a prank that gets out of hand. The boys were writing and re-writing the scripts over several weeks. They then discussed costumes and props until finally we were ready to film! Filming began on Tuesday 15th June. The boys had time off timetable to film in locations in and around the school. A huge amount of fun was had by all and I was very impressed by their commitment to the quality of their scenes. I think we have some future Film Stars and Directors in our midst! After filming had wrapped, the boys took responsibility for sorting through and editing their films. They have all worked extremely hard. We can't wait for you all to see the final result!

CUT!



French

Salut!

The holidays beckon after a fruitful term in the French Department: the boys worked well around the pillars of phonics, vocabulary and grammar, producing some excellent work.

In Junior House, from Reception to year 3, boys engaged attentively and happily in a range of activities; singing traditional songs, reciting rhymes beautifully, and responding to languages prompts through mime and gesture.

In Senior House, boys have worked on fluency and comprehension skills, and demonstrated accurate and interesting written work. Year 5 students wrote reviews about the film 'Le Petit Nicolas' and year 4 students enjoyed phonics and vocabulary building, using a language app. Years 6 and 7 are ready to visit France after exploring the topic, 'Les Vacances', and Year 8's created presentations around the theme 'La Francophonie' during the final weeks. Wishing all the boys 'Bonnes Vacances': and 'Bonne Chance!' to all our leavers.



Reception class enjoying learning numbers, colours and the Seasons



Year 2J responding to our starter song with enthusiasm.



Year 4 students engaging thoughtfully on Teams.



Students in Year 8 working independently on 'la Francophonie' project and Euroschool quizzes.

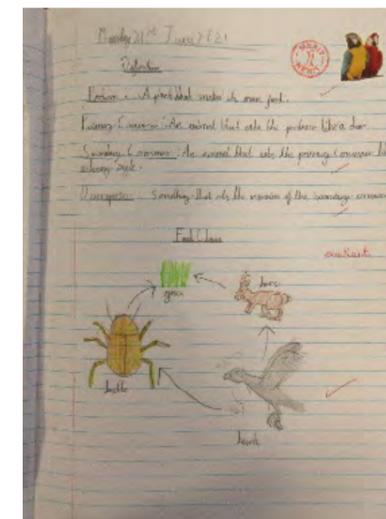
Geography

We are drawing to the end of our summer term academic year. It has been a very different term to the one we planned! What a busy year it has been in Geography! Boys have been working hard towards their school priorities, improving Geography outcomes. Despite the challenges of remote learning and the partial reopening, there have been some memorable moments and plenty of commendable achievements to celebrate.

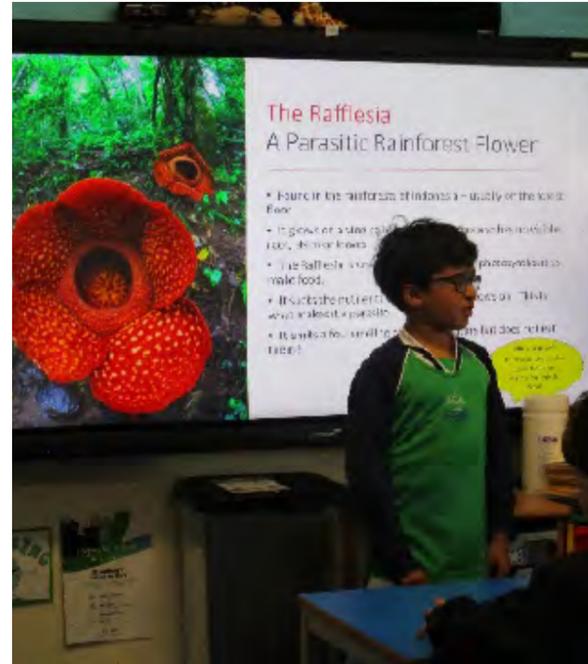
Geography opens doors to this dynamic world and prepares boys for the role of global citizen in the current year (and centuries to come). The boys live in a world of amazing beauty and infinite complexity, and rigorous challenge. Through studying the subject, boys appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions, and what a diverse range of cultures and societies exist and interconnect. Boys' own experiences are built up, helping them to

formulate questions, develop their intellectual skills and find answers to issues affecting their lives. Boys appreciate the complexity of attitudes and values which shape the way they use and misuse the environment.

Our pupils have learnt all about mountains and used atlases to research and locate these mountains. Boys then found out that contour lines on the map join land that is the same height above sea level.



Here boys are mapping the surrounding area and reading compasses. They enjoyed a trip to Hampstead Heath where they identified different types of trees, by looking at their leaves, seeds, and bark. They then attended a course on orienteering and used compasses to find various locations on the Heath.



As part of our Tropical rainforest Topic, boys visited London Zoo to learn more about why some animals are endangered and we can do to help. The boys really enjoyed a talk run by the Zoo and visiting the rainforest enclosure.



To enrich their learning of rainforest plants and animals, the boys were asked to choose a rainforest plant and endangered animal and do some independent research on them. They then gave an informative talk to the class. They also looked at a selection of rainforest products and discussed how they were important in their lives today. They have also been learning food chains and webs.

Latin

Latin Roman Chariots & Chariot Racing "currus"

Currus



Materials required:
card
3mm dowelling or Jiffy-sticks (obtained from garden centre)
corrugated cardboard
glue
small pieces of split matchstick (for axle pins)

Note:
(a) All measurements are in millimetres.
(b) The plans are for a model made from card. If wood is used, no tabs are necessary; and either the shaft would have to be glued under the floor of the chariot or a recess cut for it in the floor.
(c) *Cut* continuous lines; *fold* broken lines. It is advisable to *score* broken lines with the point of scissors before folding.
(d) Cut away shaded areas (D).

Instructions:
1 Using the measurements shown, copy the pattern pieces and cut out as instructed.
2 Glue the card floors (F) above and below the corrugated cardboard floor (G). This creates thickness for gluing in the shaft.
3 In the side wall (H), cut the hole (L) for the shaft above the centre (E) tab and also the holes (K) for the axle.
4 Fix the side wall (H) to the floor by gluing the tabs (E) under the floor.
5 From 3mm dowelling or a Jiffystick make a shaft 100 mm long. Glue the shaft in the groove marked (C).
6 Cut out 4 wheels from card and glue two together to make 2 stronger wheels.
7 From dowelling or a Jiffystick make an axle 55 mm long. Make a hole for an axle pin (a small piece of split matchstick) at either end. Put the first wheel on the axle and insert a pin through the hole.
8 Put the axle through the holes (K) at the foot of the side wall.
9 Put on the second wheel and insert the axle pin.
10 Put the yoke on the end of the shaft.

Make Your Own

As part of the Latin curriculum we have looked at some aspects of Roman "entertainment". These included the (infamous) gladiatorial contests at the inauguration of the Flavian Amphitheatre (Colosseum) in 79/80AD, as well as the largest spectator sport of the ancient world: chariot racing, where up to 250,000 people packed into the Circus Maximus to cheer on their 'faction'.

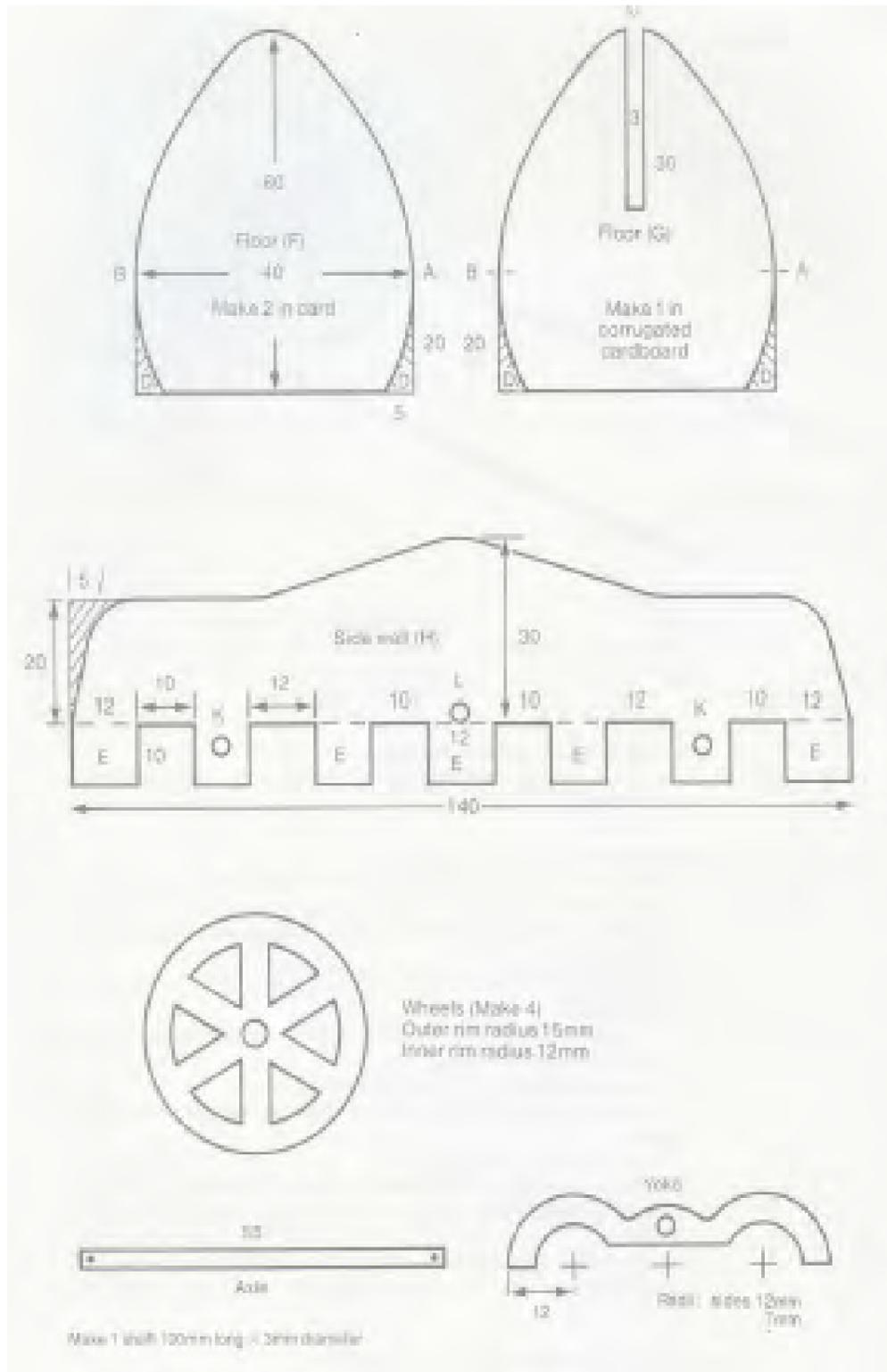
Surprising things learnt included the fact that gladiators had a 90% chance of surviving a bout, there were referees in each fight, and chariots could (in very rare cases) be pulled by up to twelve horses.

Imagine the potential carnage if there was a collision...

In fact one of the later Christian emperors banned the sport during his reign in the 4th century AD following a riot between these factions which resulted in between 7,000 and 10,000 deaths...



So, in the spirit of continuing learning etc, please find on these pages some (relatively) simple instructions for constructing your very own currus. Try and build your own; impress the neighbours; start your own faction... **(All the required bits can be obtained from various hobby stores).**



Mathematics

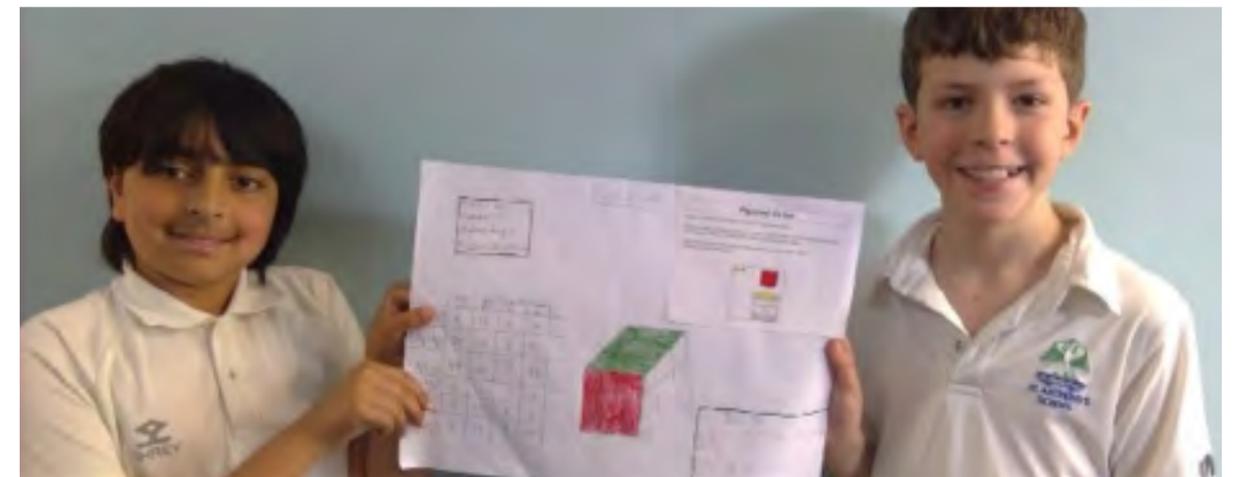
St. Anthony's Mathematicians March On

As we celebrate boys' achievements in school this year before seeing them jump into the green fields of summer, we very much would like to highlight their dedication to the subject of Mathematics which has been affirmed in so many ways, in their enthusiasm arriving at lessons, their resourcefulness solving problems and not least acquiring a record number of awards for their efforts in this year's national competitions.

In the department's last entry in the Antonian news had just broken that 6 boys qualified for the Grey Kangaroo after their impressive entry in the Intermediate Maths Challenge punching considerably above their weight in a competition aimed at pupils in Year 9-11. Four of those boys received the highest certificate of merit, Dominic O'Sullivan, Yvan Portiano, Francesco Beber and Rafael Petersen. Rei Nishio and Jake Cohen received a certificate of qualification. The next forum to reveal boys' excellence in Mathematics was the Junior Maths Challenge, aimed at pupils in Year 7-8, with a record number

of boys participating, including more than half qualifying from Year 4-6 after an excellent performance in the Primary Maths Challenge in November 2020. The Maths Department is proud to report that this year we had the highest number and ratio of boys receiving awards with 59 boys in Year 4-8 out of 84, or 70%, receiving Gold, Silver and Bronze certificates. Of these, a record number of 14 boys qualified for the Junior Kangaroo and four receive the highest certificate of merit: Marcus Van Den Berkhof, Dominic O'Sullivan, Rafael Petersen, and Claudius Hermens.

For all these heartening results, yet the final challenge of the year may have given most promise when 101 boys in Year 2-4 took part in their First Mathematics Challenge aimed at pupils in Year 3-4. Here we had the astonishing result of all participating boys receiving an award, Gold, Silver or Bronze and one boy, Pranav Dadlani, gaining full marks. All this bodes well indeed for their future studies of the subject.



Junior House award winning mathematicians forming the percentage sign in celebration of their achievement in the First Mathematics Challenge 2021. Year 4 was sadly isolating.

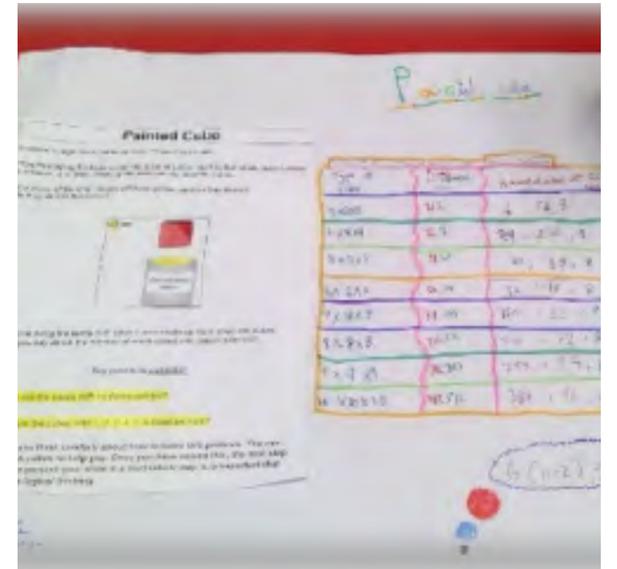
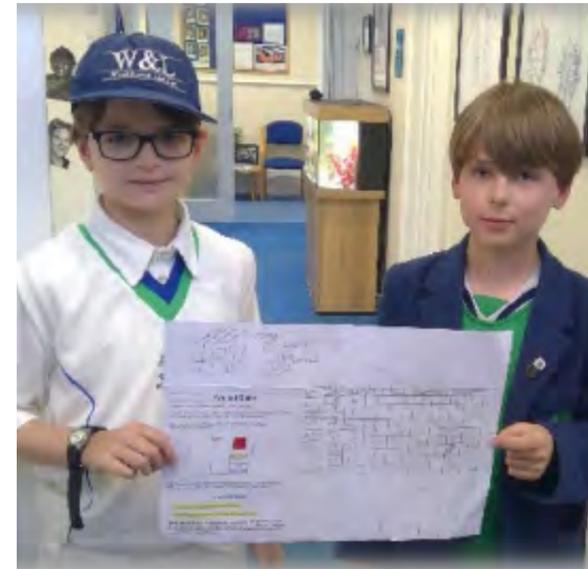
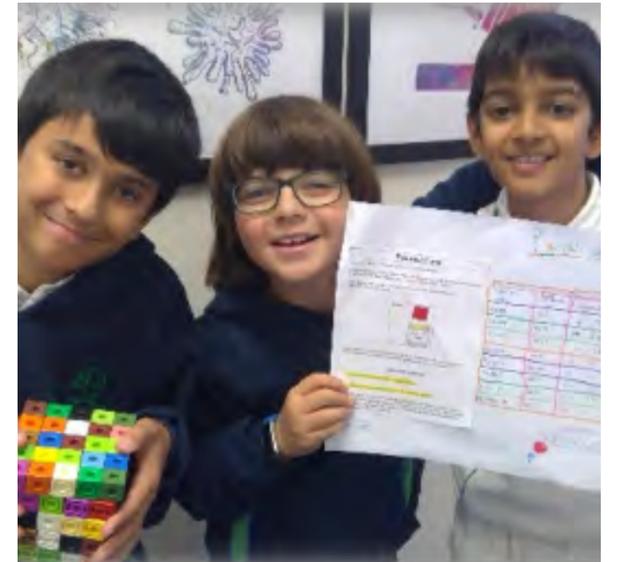
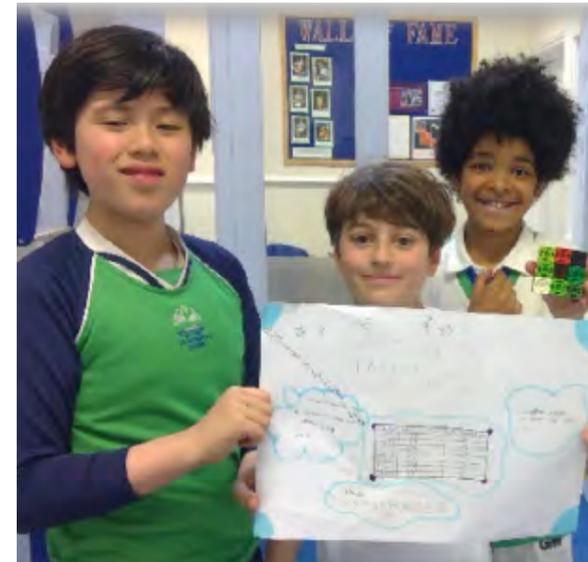
Mathematical challenges in Year 5

Pure mathematics is, in its way, the poetry of logical ideas. – Albert Einstein



This is certainly the case for the extremely talented Year 5 mathematicians. They can take any mathematical problem and turn it into a poetic masterpiece. We recently looked at an activity called Painted Cube; the boys immediately elevated the problem and started incorporating their knowledge of sequences, quadratic equations, the n th term, and volume.

It has been the greatest pleasure to teach such an inspiring and motivated group of boys over the past two years. Here are just a few highlights from last week: Pooja



Music

The Music department has had a busy Summer Term, opening with the Year 8 piano concert on 30th April. Dominic O' Sullivan, Edward Vanhegan and Alexander Varouxakis gave splendid performances, including music by Chopin, Scriabin, Gillock and Burgmuller. I would like to wish all of Year 8 every success in their future endeavours; they have been a highly musical year group and it has been a delight to observe their musical development over the past few years. Congratulations Year 8 for all your achievements.

The First Holy Communion service gave a quartet of boys the opportunity to sing with a professional soprano and it was a wonderful occasion, having a small group of singers after such a long break. The Mass for the Solemnity of St. Peter and St. Paul was a musical highlight, including a professional quartet singing Haydn's Missa brevis St. Joannis de Deo and two beautiful motets by the English Renaissance composer, William Byrd.

There has been a musical journey ebbing and flowing throughout the year groups this term. Reception gave a wonderful performance of 'The Enormous Turnip', including the learning of four songs for their end of year celebration. Year 1 has been performing several sea-shanties with their usual vigour and panache using body percussion. Year 2 has been working on superhero songs; there has been some superb instrumental performances on the guitar and keyboard during Music lessons. Year 3 performed one of my all-time favourites - 'Just Like a Roman' for their celebration and a selection of other march-time numbers. It was a delight to hear Year 4 sing outdoors so heartily for their celebration including a musical medley from 'Willy Wonka and the Chocolate Factory', 'The Jungle Book' and 'The Wizard of Oz'.

Year 5's musical offering culminated in a performance of 'Joseph and the Amazing Technicolour Dreamcoat'.

Year 6 has been singing heartily the songs from the classic musical, 'Annie' and learning 'When a Knight Won his Spurs' for their performance of Macbeth. Year 7 has been studying the music from 'Mary Poppins Returns' and practising elements of Music Theory, whilst Year 8 has been designing their own music for film and planning their own radio show presentations.

As usual, I am very grateful to all the instrumental teachers for their hard-work this term; it is always a pleasure to hear of individual instrumental achievements. I would like to mention special congratulations to Nathan Tran in Year 4 who achieved a merit for his Grade 5 theory exam.



RE and History

Religious Education

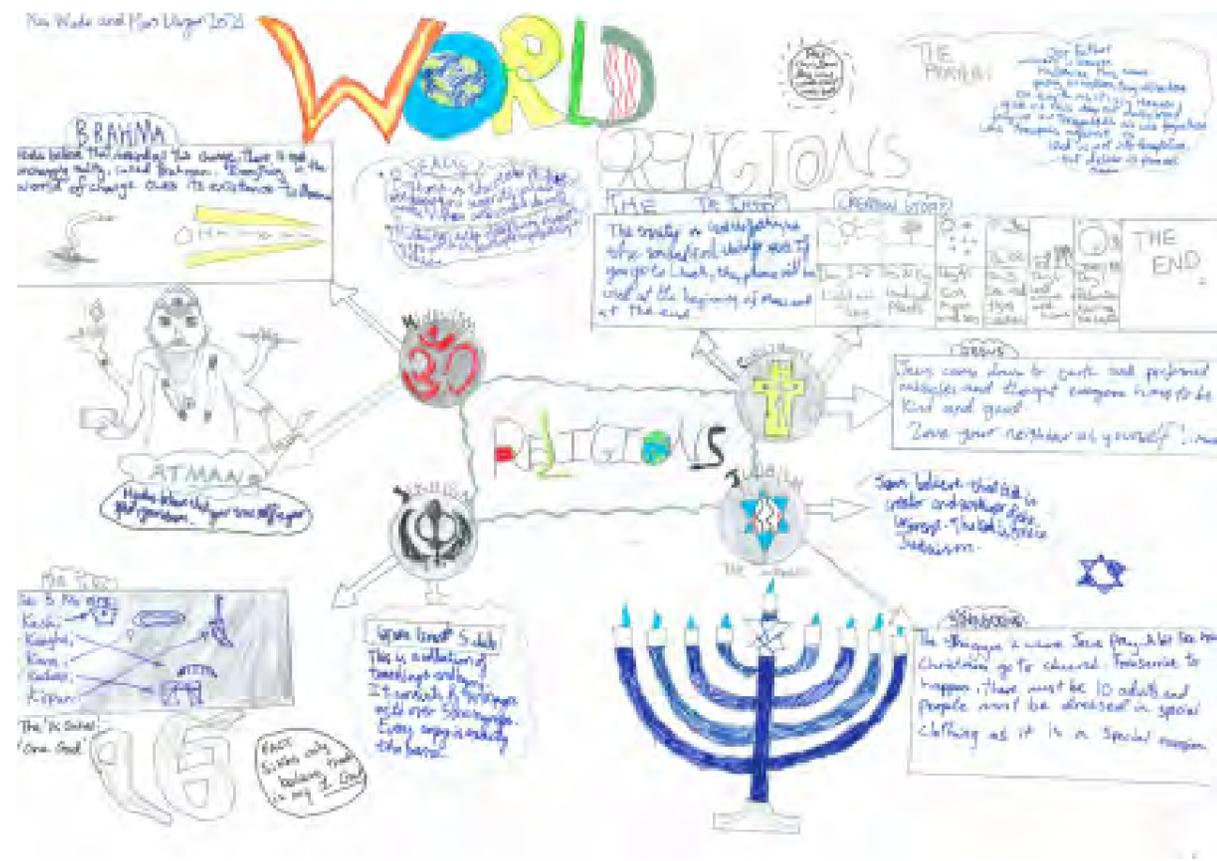
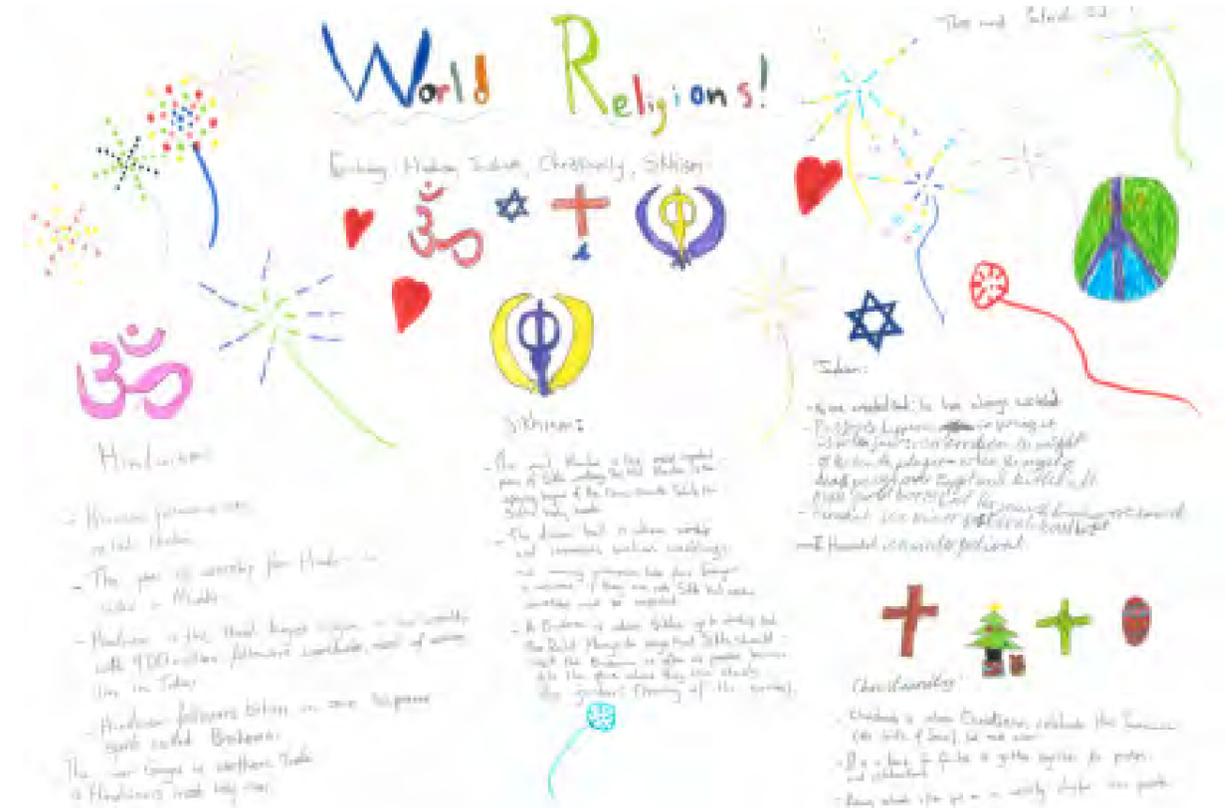
This term, amongst other learning, the Year 6 Boys produced posters on major world religions. They began learning about world religions during online learning and were very excited to conduct research and present their findings to the class. I was very impressed to see their enthusiasm towards wanting to learn and understand the traditions, beliefs and values of the different world religions. It has been excellent to have the Boys share information about different faiths, including their own.

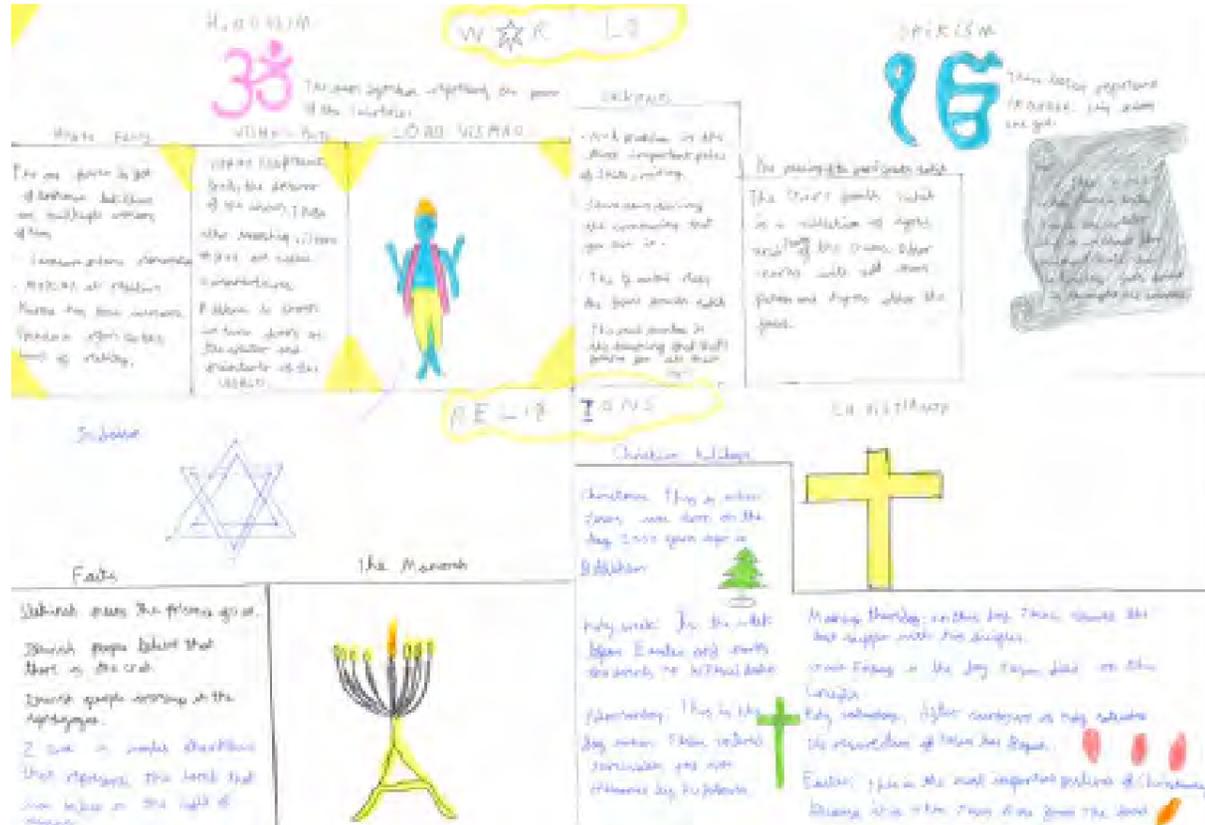
Below are some of the comments from the Boys:

"I found it very interesting as we had the opportunity to explore something new".

"I learnt more about the world because I got to learn about different people's faiths and beliefs".

"It was very exciting to see the different perspectives of world religions".





History

This term the Boys have been studying Henry VIII's reign and have focused on examining the English Reformation in depth. As part of their Common Entrance syllabus, they have produced some excellent essays on the Pilgrimage of Grace. Below are some examples of their impressive essays this year.

Pilgrimage of Grace Essay

The Pilgrimage of Grace was a revolt that began in Lincolnshire between October and December 1536, led by Robert Aske. It started due to the dissolution of the monasteries and religious shifts towards Protestantism. This made Henry acquire all the monasteries' wealth and remove the papal influence in England. The monasteries could no longer help the poor and sick, prompting the participation of poor people in the revolt as they couldn't afford the high food prices. The rebellion was unsuccessful, it was crushed and defeated when Robert Aske accepted the Duke of Norfolk's promises. These promises were never fulfilled, stirring up Bigod's rebellion. This rebellion gave an excuse for Henry to execute the prominent ringleaders of the Pilgrimage of Grace, along with some rioters as well. This would teach the people a lesson not to start rebellions.

The rebellion started in Lincolnshire, October 1536, led by a Yorkshire lawyer called Robert Aske. 40,000 northerners were protesting against the works of Thomas Cromwell's officials. All classes were involved in the rebellion, from the commoners all the way to the nobility. The main cause was the dissolution of the monasteries. This forced all the monasteries to close and the northern church was central to communal life. Society was still feudal at that time, they would provide for the sick and give food to the poor; thus with the monasteries shut down, they wouldn't be able to help them. This combined with the failed harvest of 1535 were key reasons why many peasants joined the revolt. Many northerners also thought that God would abandon them for the closure of the monasteries. They believed in and feared divine repercussions. In addition, the new Ten Articles re-ordered much of the church's doctrine. This forced them to move away from the traditional way of Catholic worship. This was another step closer to Protestantism. Many people disagreed with this and they thought that this was not the right way to worship. Religious reasons weren't the only causes for the start of the rebellion. People from the north were also unhappy about how Henry had divorced Catherine of Aragon as she sent troops up north to fight a Scottish invasion in Henry's absence, making her very popular in the north. They thought that she deserved to be treated better by Henry. As Henry's new wife, Anne Boleyn, was Protestant, many northerners disliked her and they thought that she was illegitimate. Even though they disliked Anne, she was executed on the orders of Henry, over fake charges, this was not a kingly act and this was not the behaviour expected from a King. In the north, the nobles and the gentry despised Thomas Cromwell (the man responsible for the Dissolution of the Monasteries) as he was born in the lower-middle class and therefore being below them in the Great Chain of Being. In the Pilgrimage of Grace, they said that they did not oppose the King and they didn't want to overthrow Henry, but they claimed that his advisors were misleading him. This would prove to be a clever move in Aske's favour, as Henry was unable to accuse them of treason. Furthermore, they disliked Thomas Cromwell since he was a Protestant and the main person in charge at the time, after Henry. Economical issues were also a factor in why the rebellion started. The northern gentry opposed the Statute of Uses, passed into law in 1535 which would lead to them having a smaller income from their land. This rebellion was a serious threat to Henry, as they had an extremely large force of 40,000 men. If they continued marching to London, Henry's small royal army wouldn't be able to stop them. If they reached London, they would have had a better chance of Henry listening to their demands. Moreover, while they marched south, they could have gathered even more support along the way. Also, they had a better chance of success than other rebellions, as they were led by an intelligent man, Robert Aske, a well-known lawyer. He kept them all together and organised and prevented Henry from accusing them of treason using cunning plans. An example of his good leadership skills, he called the rebellion a 'pilgrimage' which suggested that they were protesting for religious reasons and that they were peaceful. Finally, they also had a better chance of success as people from all classes were involved in the rebellion.

The rebels of the Pilgrimage of Grace demanded several actions to be taken. The rebel leaders constructed what would later be known as the '24 Articles' in early December at Pontefract and it was shown to the Duke of Norfolk at Doncaster on 6th December. Among the demands were: the suppression of the heresies of Luther, the reinstatement of Princess Mary to the succession and the restoration of the abbeys. In addition, they wanted to punish one of the people they believed as their enemy, Thomas Cromwell. They wanted to nullify the Statute of Uses and a parliament to be held in York or Nottingham. Finally, they demanded for men north of the river Trent to appear in court at Yorkshire, not in London. Henry would be reluctant to accept these demands as they didn't favour him. If he opened the abbeys he would receive less income from taxes. Furthermore, if he reopened the monasteries new threats would rise opposing Henry's divorce from Catherine of Aragon and the religious reforms. The Statute of Uses gave Henry the resources he needed to go to war and by nullifying this, he would reduce his income. Accepting the demands would not benefit Henry, therefore he would not accept the rebel's demands.

The Duke of Norfolk was sent to deal with the rebels by Henry. Henry sent Norfolk with a significantly smaller army, which would not be able to stop the Pilgrimage of Grace before they reached London. Therefore, Henry needed to buy time before they marched any further. The Duke of Norfolk met the rebellion at Pontefract Castle in Yorkshire. Norfolk sent a letter to Henry saying that he should not meet any of the agreements reached with the rebels. The Duke's aim was to disband the rebellion to prevent them reaching London. He wanted the rebels to lose their patience and for the support of the gentry to fade away. The Duke promised the rebels a full pardon, for their demands to be heard in parliament at York next year and that Henry VIII would talk about the pilgrims' petition with Robert Aske if the rebels returned home peacefully. Robert Aske accepted his deal and with a lot of effort, persuaded the rebels to go home. Henry would never fulfil his promises, a year passes without any parliament set up at York. As a consequence of Henry not fulfilling his promises, a new rebellion led by Sir Francis Bigod is started. On the one hand, the Pilgrimage of Grace posed a threat to Henry as they managed to mobilise more than 30,000 men from the north. It was a risk to Henry, as if Aske did not agree to negotiate, they could have successfully marched all the way to London, gaining even more support on the way. They might have been able to defeat the Duke of Norfolk's minute army. In addition, they could have obtained support and troops from foreign Catholic powers such as France or Spain. On the other hand, the King tried to dismiss it as a minor rebellion in one of the outlying areas of his Kingdom. Aske accepted the peace plan, meaning Henry's delaying tactic worked. Henry was in a great position of weakness and once he had dealt with the rebels, he emerged in a stronger position. As anyone thinking to start a rebellion would have been deterred from doing so as they would know what the consequences would be. Overall, the Pilgrimage of Grace did pose a threat to Henry as they had a much larger force. Modern day historians also call the Pilgrimage, the largest internal threat that Henry had faced. If Aske didn't agree to the Duke of Norfolk's promises, the rebellion could have defeated Henry's army and reached London.

The rebels were dealt with by Henry when the Duke of Norfolk promised that their demands would be heard. This made the rebels return to their homes, disbanding the rebellion. Though the promises made to the rebels were never fulfilled. This angered some of the pilgrims and a year later, Sir Francis Bigod started a new uprising in Hull. They tried taking Carlisle castle, located in Cumberland, although they failed to seize control when word reached that the Duke of Norfolk was approaching, ending the rebellion. Henry instructed his army to make sure that 'dreadful execution be done upon a good number, by hanging them up in trees and quartering them'. This time Henry's tactics were different as he executed 216 rioters including the leaders of the Pilgrimage of Grace, such as Robert Aske who was interrogated and later executed in York. Henry was so brutal to the rebels as his intention was to teach the people of Lancashire and York not to start a rebellion against him.

In conclusion, Henry VIII dealt efficiently with the rebellion that posed a serious threat to him. He was heavily outnumbered by a well-armed and well-equipped army of more than 30000 men. Nonetheless, Henry used well planned tactics to gain time and deceive the rebels. He sent the Duke of Norfolk to negotiate with the rebels promising them that their demands would be considered. However, Henry never fulfilled his promises, igniting a new rebellion, which played right into his hands. This gave him an excuse to send his army north to execute some of the rebels in the vilest way including the rebel's leaders: Robert Aske, Lord Darcy and Sir Francis Bigod, along with many more rioters. This was a good opportunity for Henry to display his power, sending a clear message that he would crush any revolt and punish the rebels severely. The rebellion was unsuccessful as the rebels didn't achieve their aims and its leaders were not pardoned as promised. It didn't stop the dissolution of the monasteries and none of the demands, the '24 Articles', wrote up at Pontefract were acknowledged by Henry, giving him freedom to implement his religious changes.

Rafael P.

The Pilgrimage of Grace: A Failed Northern Uprising against Henry VIII

The Pilgrimage of Grace was an attempt by the most powerful Northern Counties of England, with noble and educated men leading commoners, to convince Henry VIII that a number of his policies were deeply unpopular and needed to be changed. The movement began in mid-October 1536 with an initial rebellion led by Yorkshire based nobles and commoners and was finally suppressed in early 1537. The aim was to persuade Henry to halt his increasing attack on the Catholic Church's assets and powers while also questioning his attempts to further tax landowners in Northern England. The country was particularly suffering, after a poor harvest in 1535, and increased tax powers only further angered all levels of a society already concerned by a number of their traditional church practices seemingly ending. While the uprising quickly attracted significant support, it was largely unsuccessful in its main ambitions as a result of the delaying tactics and cunning of Henry and his key military lieutenant, the Duke of Norfolk.

At the centre of civil unrest in 1536 was the violent change Henry VIII's administration, led by Chief Minister Thomas Cromwell, made in its approach to smaller monasteries. The Act of Suppression enforced early in 1536 led to the confiscation of property and lands, by the Crown, of monasteries with an income less than £200 a year. Closure of their places of worship deprived many in the country of their religious focus and was a clear reminder of the Crown's continued aim to limit the power of the Catholic Church. Initially this inspired a protest in Lincolnshire in early October 1536 but this was quickly suppressed by the threat of Royalist military force retaliation. However, the cause was quickly taken up in Yorkshire with notably more local nobleman involved. They were aggrieved not just by the attack on the church but also by their lack of representation at Henry's court. Further the introduction of effective inheritance taxes outlined in the Statute of Uses earlier in 1536 was a source of resentment for both gentry and nobility. Commoners were quick to add support after a year of poor harvest and the loss of many places of religious shelter. Robert Aske, a London based lawyer from a Yorkshire family, was chosen to lead and he was keen to ensure the movement was not seen as aggressive but rather a religious pilgrimage with an ambition to petition, not confront, the King. Aske's intentions were displayed as the march south was led by monks and priests under the deeply symbolic banner of the Crucifixion, Aske commanded around 40,000 well-armed men on the march south, a force united across all levels of society with common grievances and a clearly identified leadership, unlike previous mass rebellions in England.

As a pilgrim force, Aske's main demands centred around religion and a degree of restoration of the Catholic supremacy. In particular, the Pilgrimage of Grace sought the re-opening of the monasteries and nunneries and the restoration of Princess Mary (the Catholic Catherine of Aragon's daughter) as Henry VIII's heir. Finally, by seeking the removal of the King's prominent advisors, Cranmer and Cromwell, the Pilgrims were suggesting Henry was not at

fault himself but rather a victim of treacherous members of court. The Pilgrim leaders also sought to discuss the Royal court's attempt to further tax their lands but this was a less formal approach as it did not so clearly unite all members of the uprising. Any attempt to interrupt Henry's move away from the Catholic Church, querying his long-term religious reformation, was never going to be well received particularly when accompanied by a threat to the Crown's income. Resources were of increasing importance to the Crown with the threat of a military response from Catholic Europe growing as Henry pursued his Protestant agenda.

Henry entrusted the Duke of Norfolk to lead his response. Norfolk arrived at Doncaster with a far smaller armed force of 8,000 men, met Aske and offered to negotiate which suited Aske who preferred not to fight under the Pilgrimage banner. Norfolk was able to make promises to Aske including welcoming some of the rebel leaders in London to petition the King directly. In reality, Norfolk was trying to stop the movement's momentum with delaying tactics. Norfolk suspected the Pilgrimage force would quickly disband if progress was seemingly being made with commoners, in particular, less likely to remain away from home in South Yorkshire as winter approached. Henry further delayed the rebels by asking for clarification of their demands. On December 6th, around 6 weeks after both sides had first arrived at Doncaster, Norfolk received newly composed demands, the '24 Articles'. Norfolk effectively agreed to Henry receiving the demands and discussing them with a parliament, to be held in York, while also pardoning all pilgrims. This was conditional on the rebels disbanding. Aske proclaimed a victory and travelled to London in belief that Henry was reasonable while his advisors were flawed. However, the unintended result of Aske's trip to London was really to provide Henry with the names of as many senior rebels as possible. By the time of Aske's return to Yorkshire in January 1537, he had become a supporter of Henry despite no evidence of the promised official pardon for the Pilgrimage members. Over the winter, much of the rebel force separated as Norfolk had anticipated and he now had military superiority. There was a final attempt at rebellion in February 1537 when Sir Francis Bigod briefly led an uprising in Hull, not with Aske's permission, as Bigod was now sure that the promises of Henry and Norfolk would not be met. This allowed the Royalists to exercise force against the much reduced rebel force. Norfolk ended the rebellion and successfully arrested the Pilgrimage of Grace's main leaders and took them to London.

Henry dealt with the rebel leaders in the strongest possible manner. Nearly 200 rebels were executed later in 1537 as the Crown sought to teach the Northern counties a memorable lesson. Part of the trial process involved courts in Yorkshire where friends of the accused were made responsible for the decision to send their former rebel colleagues to London. The majority were found guilty of treason and executed in London, often with their bodies left hanging in trees as a further warning. A small number were executed in the counties at the centre of rebellion to further emphasise Henry's renewed control of his Kingdom. Aske, himself, was hung in a cage from the walls of York Castle and left to die a slow, public death.

With the main leaders dead, Norfolk continued the final destruction of the uprising by executing many more Northern activists during 1538. Henry's brutal treatment of so many of the rebel leaders, both in London and more locally in the countryside of the rebellion's roots, left little doubt as to how the Crown would respond to those questioning its policies and approach to government.

Confronted by a significantly superior military force, Henry VIII's successful suppression of the Pilgrimage of Grace was a notable achievement. The rebellion was unusual as it represented all elements of society with a united common ground and able leadership. Met with such a force, Henry's strategic moves and those of his chief military advisor, the Duke of Norfolk, were of great importance. As the Pilgrimage was ended with little damage to the Crown nor a change in major policy direction, the campaign was a triumph for Henry. Victory, plus the clear message sent by the brutal execution of so many rebel leaders, likely made Henry seem a more powerful leader to all levels of English society. The Pilgrimage of Grace members were united in their attempt to stop Henry's reformation progress. Ultimately, their efforts helped create a further strengthened position for the Crown and this was quickly displayed by the extended Dissolution of the Monasteries Act of 1539.

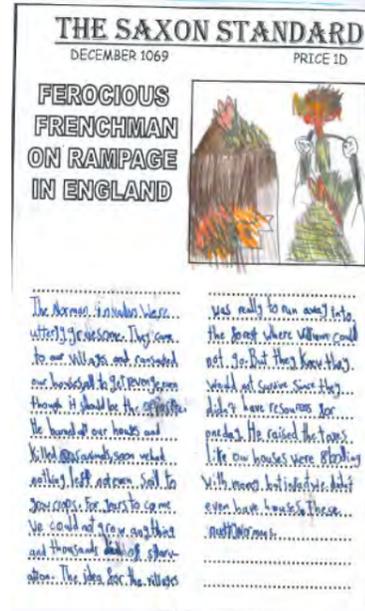
Ted

Year 5 History

The harring of the North from a Saxon or Norman newspaper article.



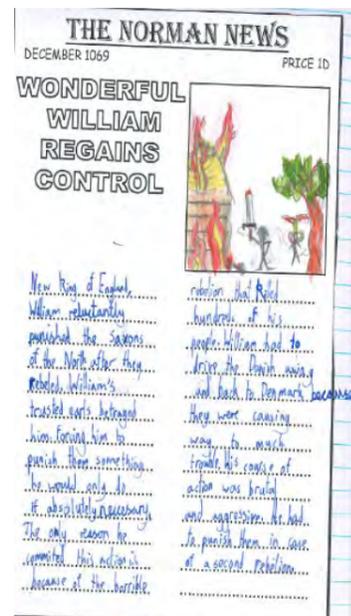
Raahil Rohatgi



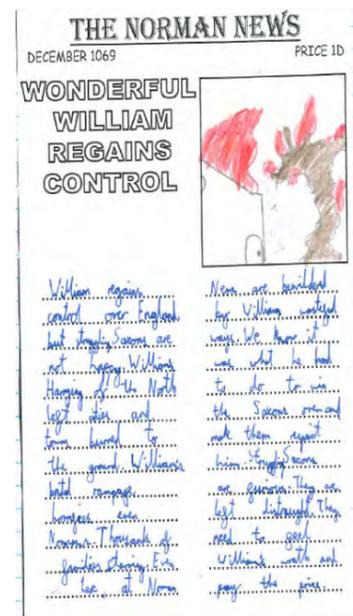
Ludovico Guzzo



Seamus Walker Roon



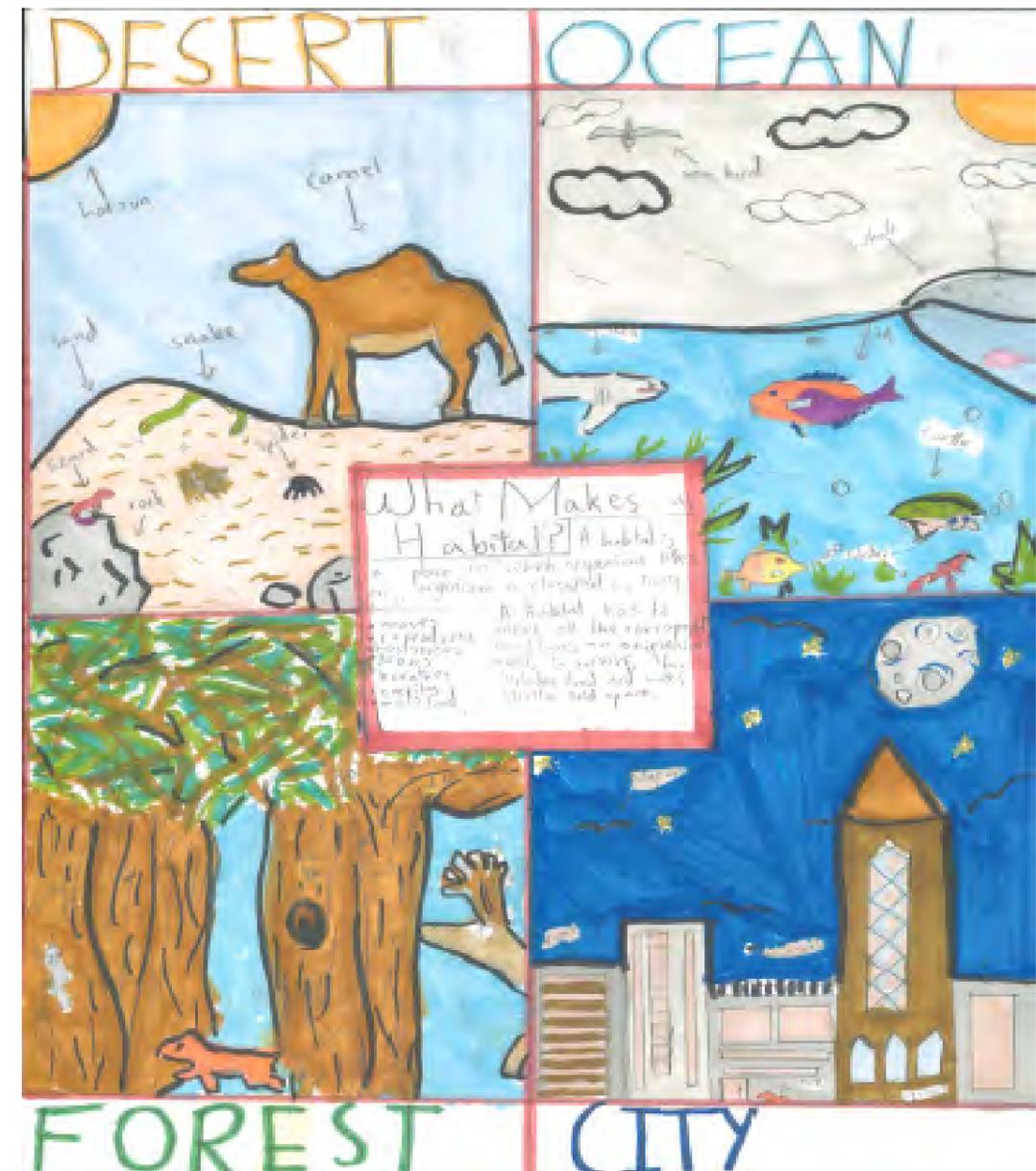
Storm Farrarons



Oscar Von

Science

As we gear up for the end of the year, the boys in the Senior House have been taking a reflective look at some of their favourite topics from the year. It has been the perfect opportunity to clarify any units of learning that children needed more confidence on as well as a perfect opportunity to allow the boys to present to their peers. Here is an example of a year 5 boy's visual representation of 'Living Things and Their Habitats.' All the boys have really impressed with such creative and accurate end of year presentations!



Sport

It has been wonderful to see the boys back at School and taking part in competitive Sport this term. The highlights have been our Cricket and Tennis fixtures and our Sports Day events that took place in late June. It has been clear that PE and Games make a huge impact on the boys mental and physical wellbeing and they have all made the most of the Summer Sports as we all try to make up for lost time.

Cricket

Every boy in Year 3 played their first Cricket fixture with Arnold House in May. The boys have worked hard to refine their batting, bowling and fielding skills throughout the term and they proved this by winning the majority of the matches.



(Filippo in action v Arnold House)
Year 4 won the vast majority of their matches this season. I look forward to watching them playing hard ball matches in Y5.



(Aydin has been in superb form for the Y4 teams all Summer)

The U11s and U13s both enjoyed weekend tournaments at the Bedford School and York House Cricket Sixes.



(The U11s squad at Bedford School)



(Lase heads out to bat for the U13s against Merchant Taylor's Prep at York House School)

Tennis

The U11 and U13 Tennis squads have played several fixtures this season with good success. Although a lot of the Tennis matches were cancelled because of Covid cases at other Schools, it has been wonderful to see our boys enjoying the Sport at Brondesbury each week.



(Carlos in action for the U11s against The Hall)

Basketball

Our Y8 boys took part in Basketball Club every week and were rewarded with a fixture with Arnold House. They won both games and have made clear progress with their shooting and movement throughout the term.



(Carlos in action for the U11s against The Hall)

Running Club

We took a group of 20 boys from Years 3, 4, 5 and 6 to Hampstead Heath for Running Club each Thursday this term. Most of the boys were able to complete the 3k loop by the last week. Well done to all of the boys for improving their fitness and being great supportive of one another.



Table Tennis

Today we played the Final of the St. Anthony's Intraschool Table Tennis Tournament. The winners from each year group competed to find out Champion of Champions. Despite a battling display from Seamus in Year 5, he was defeated in the final by Emiliano in Year 8. Well done also to Theo in Year 6 who competed today. Also Henry in Year 7 and Lucas in Year 4, who both won their respective Year Group competitions, but could not participate in today's final.

A big thank you to all of the pupils, parents and staff for making this a successful term of Sport at St. Anthony's. I look forward to welcoming you back in September when we will be taking part in Football, Cross-Country Running, Swimming and Basketball.

Jonathan Dunne
Director of Sport

Sport's Day

We were grateful that Sports Day for the Junior House and Senior House were able to go ahead in the current climate. Unfortunately our boys' families were unable to attend, due to restrictions imposed by COVID. The Year 7 cohort were also unable to attend. Nevertheless, the rest of our school made the most of the weather and the opportunity to celebrate our sporting achievements as a group. The Junior House day was filled with traditional activities, such as the sack race and egg and spoon race, which the younger boys really enjoyed. In the Senior House event, there were some fantastic performance in High Jump and the Sprint Finals. We also ran relays for every Year Group for the first time, which resulted in some close finishes. Hopefully, next year we will be afforded the luxury of celebrating our Sports Days together.



