



Sandbox Examples

We've been using the Sandbox AR Immersive app to enrich our curriculum and further embed the children's learning. We've been using it alongside our historical topics. So the children have been studying ancient Greeks and also the ancient Egyptians and the Maya, and we've used Sandbox AR app to recreate these worlds, and allow the children to experience the culture and lifestyle of these civilizations.

I think immersive technology makes polar exploration less abstract because it shows how this job is really quite a difficult one. And how if you're stuck in a crevasse, it can be quite daunting to get out of, but if you're a trained professional, like the video/the explorer, he said, yeah, it's quite easy to get out of a crevasse. But to people who don't normally go in crevasses for a living, it can be really, really scary.

What we see a lot of children doing within their use of Sandbox is recording their experiences live. It's a first person perspective on their learning. You see, what they see as they're thinking, as they're talking, as they're living the experience. And so for us as teachers, that's a really great way to be able to understand how they're interacting with their learning. And fundamentally what language and vocabulary they're using during their experiences, because you're getting it almost straight from the horse's mouth.

I'm on the way to my grandma's house and I see some lovely flowers. I'm going to pick (some).

We launched the Sandbox app with my class in Year six.

So in our history lesson we were learning about Ancient Benin.

So we thought it would be a really good way of taking their learning that little bit further in terms of their knowledge and their skill set within a historical setting. So they'd done all the work regarding the knowledge that they need to; they'd even done a trip to the British Museum and they had a really firm knowledge about the Benin bronzes. Using Sandbox was about bringing all of that knowledge together for the children to create their own, I suppose in a sense, their own primary resource. They were creating a resource that was pertinent to them because they've got complete control over what it is that they want to showcase to represent their learning.

I'm going to add trees because in Benin there was a lot of greenery. Benin was also known for trading.

For example, in ancient Rome we had this amazing structure that we built that sat in the playground, but within that we placed very modern structures: a stepladder, or a rubber duck. Things that patently weren't in ancient Rome. And the idea was just to get the children thinking of how do you know what is from ancient Rome? How can you distinguish what is an artefact and what is a modern object? Because then, of course, when you go into other sources of information, whether you're branching out into books or whether you're looking onto websites, you're able to then say, well, how do you know that what you're seeing is actually the real thing. How do you know it's from that time period and really begin to get children analysing what they are seeing and thinking more critically in their work.



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