

As we didn't have enough iPads, we decided that we're going to select a group of children who happen to be our digital leaders and put them to work. We gave them an iPad and we gave them a room, and we gave them time to create the world. And we started with the Mayans.

They used the different features to create a Mayan temple, and they were placing it within a rainforest. And again, this is all child lead. So they started to discuss with each other. They said, well, we need to use this type of tree, because obviously this sort of tree they would have in south and Central America.

They were discussing whether they should make it look like a ruin, as if it would be the present day, going to look at the different ruins or whether they should make it seem quite pristine from the time. So all of this is really great to hear the way that it improved their discussion.

They were completely immersed into the app, and they were able to bring out history elements that they had learned and combine it with the app.

For example, we were investigating the gods and religion of the Maya people, and we were looking at secondary sources, different temples, and it was good enough. I mean, you look at the sources, you look at the photographs, you combine it, you use a little bit of Google Earth into it, you travel, you see all of that.

But actually, how does it feel walking amongst the temples? And this is where the app proved to be really useful. The children got to build the temple, and then we got to show the rest of the class what it feels like walking amongst this giant construction, this giant building that was built so many years ago.

And just. It prompted them to think about things in a way that I don't think they would have done if they weren't using the app. And it was actually a good chance for me, just as the history coordinator and as a teacher, to get a little bit of assessment. So starting I was listening to some of the words they were trying. They were using, for example, their discussion about the ruins, and then they were talking about archeology. And it was just a good chance for me to get some summative assessment of their general historical understanding.

Our year four digital leaders are working at the moment on building a Roman world. What they're going to do in turn, is take the world back into the classroom, where with the help of the teacher, they're going to immerse the rest of the class into their world. The children will be able to experience it. What do they feel about being a Roman on those days.