**ABSTRACT**

**Objective:** To investigate the impact of virtual learning experiences (VLEs) in school amongst disadvantaged 9 to 11-year-olds: specifically, do virtual experiences increase their knowledge, motivation and independence in learning about a topic, and does this increase their cultural capital.

**Methodology:** Participants explored virtual experiences on countries around the world, with the number of facts learnt before and after recorded. Questionnaires were also completed to record views of virtual experiences.

**Findings:** Findings suggest virtual experiences were successful in teaching participants new information, and increased their independence and motivation to engage with learning, and thus could be successful in increasing cultural capital. Significance difference testing revealed that disadvantaged pupils recorded fewer facts than non-disadvantaged pupils, and therefore virtual experiences were not sufficient to close this disadvantage gap.

**Value Added:** The value of virtual experiences being woven into curriculums is discussed as a platform for teaching cultural knowledge.

**Recommendations:** Virtual learning experiences should be considered a core resource for teachers when planning and should be embedded into the curriculum to enhance learning experiences for disadvantaged pupils. Further research should continue to explore the use of VLEs in Primary schools, and the impact of VLEs on cultural capital.