

Characters, challenges and themes

Who are the characters?

At the start of their Time Odyssey experience, pupils meet four different **characters who are lost in time**. There is dialogue and animations for each character in the app which tell pupils about how and where they live. Each character links to a time period studied in KS2 History as follows.

Created in partnership



The British Museum

Revna



The Viking of the Sea 1,000 years ago

What pupils will hear about:

- Setting sail from Scandinavia in a longship.
- Viking gods: Thor, god of thunder; Odin, one-eyed god of war.
- Wearing pendants to protect them from the stormy seas.
- Trading silver and silk.
- Natural materials: using sheep's wool for cloaks; leather for shoes; bones for knives.
- Eirik the Red (red beard) who gave Greenland its name.
- Viking tales including sagas about dragons and trolls.

Cheng



A trainee scribe from Shang Dynasty of Ancient China 3,500 years ago

What pupils will hear about:

- Her home city of Anyang, capital of the Shang Dynasty (now China).
- How North is the Ordos region with animal herders, and South is the Yangtze river.
- Animal carvings made from jade bring luck, power and strength.
- Chickens and pigs are kept on their land; noble people ride chariots pulled by horses.
- Natural materials: wood and mud for buildings; mining copper for weapons; animal skin and linen for clothes. Bronze and jade for weapons, jewellery, ceremonial vessels.
- Beliefs: Oracle Bones - animal bones are used to tell the future!

Felix



Felix, a future Centurion from Roman Britain 2,000 years ago

What pupils will hear about:

- Felix is from Eboracum (now York) during the rule of Constantine the Great in 310 AD.
- His father is a soldier at Hadrian's Wall, and his family descend from North Africa.
- Romans travel by sea, then make roads for their army. Offerings to the gods are made first.
- Beliefs: Myths - stories are told out loud or performed by travelling actors at festivals.
- Power comes from gods and spirits. Objects, like amulets, are made to harness this power. Boys wear a bulla and girls wear a lunula, containing objects like coins or rare Sulphur.
- Natural materials: Romans repair and reuse, and trade; wool and flax are used for clothes.

Hori



Hori, a tomb painter from Ancient Egypt 3,300 years ago

What pupils will hear about:

- Hori is from Egypt during the rule of boy king Tutankhamun in 1330 AD, a prosperous time.
- He paints tombs in the city of the dead, and sails the Nile for trade.
- Amulets in the form of frogs for luck, the udjat eye to deter evil and sacred cats.
- Stories are written on walls of temples and tombs in hieroglyphics, or told out loud.
- Beliefs: the power of the gods captured in amulets which are worn, buried under houses, or buried with the dead to take to the afterlife.
- Natural materials: using mud bricks and palm logs for houses; paint colours from minerals in the earth; precious stones like malachite for jewellery; gold for coffins (if rich).

What are the challenges?

Pupils choose one of the characters and take on **four challenges** to help them get home. They do this by creating **four 'Timeless Treasures'** for their character - special, magical objects which will keep them safe as they travel back in time. Pupils make these Timeless Treasures **using objects in the museum**. Each time they complete a Timeless Treasure, **they gain energy**. When they have captured enough energy, they can **open a time portal!**

Your schedule will show you which challenge you will do in which order.

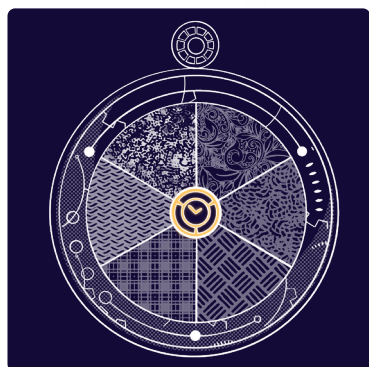
Each challenge has a theme:



The Cloak of Safekeeping

Nature

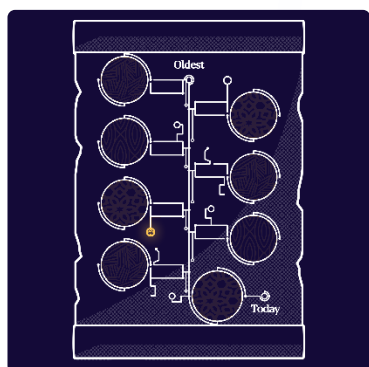
This activity invites pupils to create a cloak to protect their character from the **Winds of Time**. Children are prompted to explore and choose objects in the museum which have been made from different kinds of natural material, such as wood, bone, fur, stone or metal. This theme links to various curriculum areas and skills including human and physical geography, materials, and visual analysis. Depending on where the activity takes place in the museum, this challenge often invites connections with The Bronze Age and The Iron Age.



The Amulet of Power

Power

This activity invites pupils to create a powerful amulet for their character to help them to **open a time portal**. Children are prompted to find objects that represent different kinds of power. It might be an object that has sacred, magical or religious power, or represents great wealth. It might be an object that belonged to someone powerful, or is a representation of someone powerful. This theme links to various curriculum areas and skills including Art & Design, beliefs, expressing opinions and making comparisons.



The Map of Time

Chronology

This activity invites pupils to explore objects from different periods in history to help their character **make sense of the tangled timelines**. Pupils will search the museum for objects from a range of time periods and use dates or clues from labels to work out when they were made or discovered. They will record these findings to help create a "map of time" for their character. This activity supports skills in historical enquiry and developing chronological understanding. It also encourages close reading, evidence gathering, and making connections between the past and present.



The Vessel of Stories

Storytelling

This activity invites pupils to make a story for a vessel which their character can **share with others when they get home**. Children are prompted to make a story using pictures taken of details or whole objects they find in the museum. Crafting their story includes finding a location, a hero, a point of danger and an escape! This theme links to various curriculum areas and skills including literacy, imagination and chronology. Depending on where the activity takes place, this challenge often invites connections with approaches to storytelling, character and sequencing.