

**FEEDBACK SHEET**

This sheet is to be used by parents to help students reflect on their answers to the questions and activities completed during the History home learning for week beginning 18<sup>th</sup> May and week beginning 1<sup>st</sup> June. This sheet is not to be used by students whilst completing their work.

**Lesson 1: D Day Landings**

**Starter activity answers – complete the paragraph with missing words**

D-Day, or Operation Overlord, was the planned assault on **Nazi** occupied Europe. It took place on the Normandy coastline of **France**, known as Fortress Europa due to the coastline being heavily **fortified**.

A lot of planning and **secrecy** went into the planning of D-Day, which was a joint naval, land and aerial assault.

D-Day took place on the 5-6 June 1944. The success of D-Day has been attributed to a lot of factors. Ultimately the **success** of D-Day led to the **end** of WW2 in Europe, as by 8<sup>th</sup> May 1945 Nazi Germany had **surrendered**.

**Activity 1**

**Question - Why did the Allies decide to invade via the Normandy beaches?**

Students should identify the following points;

- The Allies avoided landing at Calais as it was the most heavily fortified landing zone.
- They decided to land upon the Normandy beaches.
- The Germans would not have been expecting this.

**Question - What problems did the Allies face in getting enough troops and supplies into France to keep the invasion supplied after D-Day? How did they solve this issue?**

Students should identify the following points;

- In order to unload a large number of troops and supplies by sea, a harbour was needed.
- The problem was that there was no place to land ships safely with enough supplies.
- To solve this problem the Allies came up with the idea of creating an artificial harbour.
- There were 12 miles of floating roadways in Mulberry Harbour. The floating roads were nicknamed 'Whales'.

**Activity 2**

This is an activity that does not have any specific answers but requires students to justify their opinion on how important they thought each of the factors was in the success of D-Day.

*For example, they might rate the Mulberry Harbours as a 5 because they believe without them, vital resources would have not reached the troops.*

### Activity 3

Students are simply required to make notes for this activity.

### EXTENSION ACTIVITIES

**Students could possibly pick out the following key points from the article about why Hitler eventually lost WWII.**

- Germany was faced with the growing military might of the world's economic superpower, the United States.
- Germany became increasingly short of fuel.
- Underestimated the power of the USSR.
- They were unprepared for a winter war.
- Nazis were also trying to carry out the Final Solution at the same time.
- German morale became increasingly low.

## Lesson 2: The Atomic Bomb

### Starter activity

Students are to simply summarise the 5 different facts that give background to the dropping of the atomic bomb into their exercise books or onto lined paper.

### Activity 1

Students are to watch the BBC video clip and have similar answers to the questions below.

1. People were going about their days as normal – at work, school, and home. Those who witnessed the American plane flying above just presumed it was 'passing by'.
2. Pilots believed that the bomb was a 'dud' and wouldn't explode.
3. Nuclear chain reaction – released untold quantities of energy. Everything in its path was wiped away – mass destruction.

### Activity 2

Students are to explain why Truman decided to drop the atomic bomb. Students may have used any of the following points.

- He was fearful of a Japanese invasion that could cost over a million American lives.
- He wanted to bring the war to a quick end.
- The USA would come out on top in a dominant position.
- They wanted to show their power.

Students are to look at the pictures on slides 8-11 at the impact of the atomic bomb. They could raise, but are not limited to, the following points.

- Destroyed everything in its path.
- It killed people within an instant.
- Bodies appeared to evaporate into thin air, leaving only shadows.
- Those who survived has lifelong injuries e.g. burns

### Activity 3

Students are to carry out source analysis on 8 different sources. They could produce answers, but are not limited to, the following.

Facts about the Atomic Bomb	Reliability -Time, Author, Purpose, Audience	Support/ not support the dropping of the bomb
<p><b>Source 1</b></p> <p>People had excruciating wounds from the atomic bomb – extreme burns that led to the skin coming away from the body.</p>	<p>First-hand account from 5 year old girl. Perception of what happened could change over time. Purpose is to highlight the devastating physical impact upon the people.</p>	<p>Not in support – impact on the people/long-term body deformations.</p>
<p><b>Source 2</b></p> <p>People were suffering from an illness that could not be physically seen – radiation sickness.</p>	<p>British journalist – relatively neutral as Britain had withdrawn from the war earlier. Purpose – informative to the people of Britain about the events happening in Japan.</p>	<p>Not in support – radiation sickness was affecting hundreds of people and spreading quickly.</p>
<p><b>Source 3</b></p> <p>There had been little consideration from Truman before deciding to drop the atomic bomb. He had not considered the consequences.</p>	<p>Truman of the USA (president at the time) – wanted to remove Japan as a threat to his country. Reliable – doesn't appear to be covering up his actions and justifies them.</p>	<p>Not in support – illustrates that Truman's decision was a rash one with no real concern for the consequences.</p>
<p><b>Source 4</b></p> <p>Japan had about 5 million men to fight America with. Japan were also willing to send their men on a suicide mission.</p>	<p>American Secretary for War – would want to justify America's involvement and place blame with the Japanese. Only a few years after the event (when people started to question).</p>	<p>In support of dropping the bomb. America were justified in taking the first step before they were invaded by Japan. Japan had many more men than the USA who were willing to go on a suicide mission.</p>
<p><b>Source 5</b></p> <p>In 1941, the Japanese had attacked the American naval base at Pearl Harbor. They had shown no empathy</p>	<p>American Secretary of State – will want to justify actions. Purpose – convince people that the atomic bomb dropping was</p>	<p>In support of dropping the bomb. America were justified as the Japanese had begun this</p>

<p>towards the people killed on this occasion.</p> <p><b>Source 6</b></p> <p>America's other option instead of dropping the atomic bomb was to fight them in the traditional manner – soldiers on foot.</p> <p><b>Source 7</b></p> <p>Everything in the bombs path was destroyed – buildings, wildlife, human life.</p> <p><b>Source 8</b></p> <p>When the bomb detonated, thermal radiation caused permanent shadows to remain on certain surfaces.</p>	<p>because of the attack on Pearl Harbor.</p> <p>Harry Truman – president of the USA at the time. Purpose – to convince people he had made the right choice even when looking back in hindsight.</p> <p>Image taken from the time which shows the true destruction.</p> <p>Image taken from the time which shows the true impact of the atomic bomb/radiation.</p>	<p>when they targeted Pearl Harbor.</p> <p>In support of dropping – if they had invaded in the traditional way, they could have lost around 500,000 men.</p> <p>Against the dropping of the bomb – loss on a massive level.</p> <p>Against the dropping of the bomb – loss on a massive level.</p>
--	--	--

## EXTENSION ACTIVITIES

Students could possibly pick out the following key points from the article about the dropping of the atomic bomb.