

Year 8

History Homework Booklet

Spring term

2026-2027



Topic 3: What were the significant turning points in the Second World War?



Topic 4: How did the treatment of Jewish people escalate under the Nazis?

Name:

Class:

Teacher:

Homework 1:

Task 1: Learn Q1-10 of **Topic 3: What were the significant turning points in the Second World War?**

You should use strategies like cover, write and reveal, or you can make flashcards.

Task 2: Following on from your revision, complete the core knowledge test below.

	Question	Answer
1	What is Fascism?	
2	What does the term annex mean?	
3	What were reparations?	
4	What policy did Britain and France follow during the 1930's?	
5	When was the Treaty of Versailles signed?	
6	Who was Britain's prime minister from 1937-40?	
7	What is the name of the German Airforce?	
8	Which form of government is entirely controlled by one person?	
9	What does the term conscription mean?	
10	What is an armistice?	

Task 3: Read the information below and examine the poster. Using the information and the poster Page 2
answer the questions.

During the war, some of Britain's cities had been bombed by the German air force and over 1000 people had been killed. During the years between WWI and WWII, great advances had been made in aircraft technology. It was clear that Britain's towns were once more going to be targeted – and this time on a much bigger scale. The government was determined to be ready and, as well, as digging lots of air raid shelters, they decided to move over one million people away from the danger areas. This was known as **evacuation**.

Source A: A British government poster, published in 1940.



Questions:

1. What type of source is Source A? (Nature) _____
2. When was Source A produced and who produced it? (Origin) _____
3. Why was Source A produced? (Purpose) _____
4. What is the message of Source A? (Content) _____

Homework 2:

Task 1: Learn Q10-20 of **Topic 3: What were the significant turning points in the Second World War?**

You should use strategies like cover, write and reveal, or you can make flashcards.

Task 2: Following on from your revision, complete the core knowledge test below.

	Question	Answer
1	What was the RAF?	
2	What does NOP stand for?	
3	When was rationing introduced in Britain?	
4	Give a definition of the term turning point.	
5	What was Blitzkreig?	
6	What does the term morale mean?	
7	What was introduced in Britain which involved people being moved to a place of safety?	
8	Give 3 reasons why Britian won the Battle of Britain.	
9	What is meant by the homefront?	
10	What was the Blitz	

Task 3: Match the term to the correct definition**Morale**

The point in which important change occurs

Homefront

The actions of the people during wartime

Turning point

Translated as 'Lightening War', involving a tactic of short, powerful attacks

Blitzkrieg

The attitude of a group of people during a certain time

Task 4: Read through the information below which gives detail about the attack on Pearl Harbour. Use it to answer the questions which follow.

The attack on Pearl Harbour December 1941

The Context

By 1941, World War II was raging in Europe, but the United States had not yet joined the fighting. However, tensions were rising in the Pacific between the **U.S.** and the **Empire of Japan**. Japan wanted to expand its territory in Asia and saw the U.S. Pacific Fleet, stationed at **Pearl Harbor, Hawaii**, as the only major threat to its plans. This is because Japan knew America would use its military and naval might to intervene in Japan's plans to expand.

What Happened?

On the morning of **Sunday, December 7, 1941**, the Japanese military launched a surprise aerial attack on the naval base. At approximately 7:48 AM, hundreds of Japanese fighter planes and bombers filled the sky. The attack was devastatingly effective because the U.S. forces were not on high alert. This was because Japan offered no warning, and it was an early Sunday morning. Within two hours, the damage was widespread. These are listed below:

Battleship Row: Most of the U.S. battleships were damaged or sunk. The **USS Arizona** suffered a direct hit, causing a massive explosion that killed 1,177 sailors.

Casualties: More than 2,400 Americans were killed, and nearly 1,200 were wounded.

Aircraft: Hundreds of U.S. planes were destroyed on the ground before they could even take off.

The Aftermath

The next day, President Franklin D. Roosevelt addressed Congress, famously calling the date "**a date which will live in infamy**." The United States immediately declared war on Japan, officially entering World War II and joining the Allied powers (including Britain and the Soviet Union). This helped to increase the power of Britain in the war.

Goal: What was Japan's reason for attacking America at Pearl Harbour?

Surprise factor: Why was the US military caught off guard on the morning of the attack?

Impact: Describe the scale of American losses.

Result: Name 2 consequences following the attack.

Homework 3: WWII

Task 1: Learn Q10-20 of **Topic 3: What were the significant turning points in the Second World War?**

You should use strategies like cover, write and reveal, or you can make flashcards.

Task 2: Following on from your revision, complete the core knowledge test below.

	Question	Answer
1	When was rationing introduced in Britain?	
2	What was the RAF?	
3	What was the Blitz?	
4	What does NOP stand for?	
5	Give a definition of the term turning point.	
6	What was introduced in Britain which involved people being moved to a place of safety?	
7	What was Blitzkreig?	
8	What is meant by the home front?	
9	What does the term morale mean?	
10	Give 3 reasons why Britian won the Battle of Britain.	

Source A: From a Field report written in September 1940. The report was written by RAF Squadron Leader James Thornton from the RAF Fighter Command. He fought at the Battle of Britain. Field reports are concise documents used to inform leadership about enemy actions and war strategy.

"Our radar stations have proven essential in the defence of Britain. They provide early warning of enemy aircraft crossing the Channel, allowing our fighter squadrons to take off before the enemy reaches our cities and airfields. This has saved valuable fuel and prevented unnecessary patrols. Radar has enabled us to meet the Luftwaffe at the right time and place. Although radar cannot tell us everything—for example, the exact height or intentions of every aircraft—it has given Fighter Command a vital advantage.

Combined with the excellent work and courage of our pilots, radar has played a major role in intercepting German attacks and protecting Britain from invasion."

How useful is Source A for an investigation into the impact radar systems had in the Battle of Britain?

What makes the provenance (origin) of the source useful?

Nature: What form does the source take?

Origin: Who created it and when?

Purpose: Why was it created?

Useful because -

Useful because -

Useful because -

What does the content of the source show us?

The source is useful because it shows us that-

1)

2)

How does this link to my own knowledge?

Homework 4: WWII

Task 1: Learn Q1-20 of **Topic 3: What were the significant turning points in the Second World War? ?**

You should use strategies like cover, write and reveal, or you can make flashcards.

Task 2: Following on from your revision, complete the core knowledge test below.

	Question	Answer
1	What is meant by the term conscription?	
2	Which form of government is entirely controlled by one person?	
3	What was the Blitz?	
4	When was the Treaty of Versailles signed?	
5	What does the term annex mean?	
6	What was introduced in Britain which involved people being moved to a place of safety?	
7	What is meant by the home front?	
8	Give 3 reasons why Britain won the Battle of Britain.	
9	What does the term morale mean?	
10	What is the name of the German Airforce?	

Task 3: An interpretation is **the view of a historian** who has researched a particular event or subject extensively. Below is a historical interpretation about the impact of the dropping of the atomic bombs. Read it carefully and then complete the tasks which follow.

Interpretation 1: An extract from *The Shadow That Remains*, a history book written by Japanese historian Dr Kenji Sato in 1995.

"No military victory can excuse the suffering caused by the atomic bombs. In a single flash, entire neighbourhoods disappeared, families were destroyed, and thousands of innocent civilians died. Those who survived faced years of pain from burns, radiation sickness and illness that continued long after the war had ended. Supporters of the bomb argue that it shortened the war, but this cannot erase the human cost. Japan's cities became places of silence, where schools, hospitals and homes were reduced to ashes. Children who had no part in the conflict suffered alongside soldiers. The atomic bomb changed warfare forever by proving that entire populations could become targets. It remains a warning of how scientific progress can be used to cause unimaginable destruction.

Who is the author of this interpretation? _____

When was this interpretation written? _____

Which of the two options below **best summarises** the opinion of the historian? Circle your choice.

- A) Dropping the atomic bombs was a justified way to end the war
- B) Dropping the atomic bombs was an unjustified way to end the war

Which statement from the interpretation would you use to **best support** that this is the view given by the historian? Circle your choice from the options below.

- A) "No military victory can excuse the suffering caused by the atomic bombs"
- B) "Those who survived faced years of pain from burns, radiation sickness and illness "
- C) "Supporters of the bomb argue that it shortened the war"

Do you agree or do you disagree with the view given by the historian? Circle your choice.

- A) I Agree
- B) I Disagree

Justify your decision above with an example from your learning about the dropping of the atomic bombs on Japan. Write this in the space below.

Homework 5: The Holocaust

Task 1: Learn Q1-10 of **Topic 4: How did the treatment of Jewish people escalate under the Nazis?**

You should use strategies like cover, write and reveal, or you can make flashcards.

Task 2: Following on from your revision, complete the core knowledge test below.

	Question	Answer
1	Which name did Hitler give himself in 1934?	
2	What was the Holocaust?	
3	When are the Nuremberg Laws introduced?	
4	Who were the SS?	
5	What name was given to the mobile killing squads?	
6	What is a Ghetto?	
7	.What Act was passed in March 1933?	
8	What was Kristallnacht?	
9	Give two examples of laws which impacted Jews socially.	
10	What does the term antisemitism mean?	

Task 3: Read through the sources provided on the following page (PG 11). Use the information from the sources to complete the table below. Source 5 has been completed for you as a model.

How did the Nazis try to impose their ideas on children?

Source	How the Nazis used it to indoctrinate children.
Source 5	It suggests the Nazis used education to teach that Germany was more important than the needs of people, and they should be obedient citizens. For example, it shows girls must be trained in motherhood over higher maths.
Source 6	
Source 7	
Source 9	

Challenge: Choose one of the sources and explain how useful the source is about how Hitler succeeded in making Germans hate the Jews.

SOURCE 5 The Nazi

Minister for Education explained to the German people what their new education system was all about:

The chief purpose of the school is to train human beings to realise that the state is more than the individual, that individuals must be willing and ready to sacrifice themselves for Nation and Führer . . .

If students have learned to submit to authority, if they have developed a willingness to fit in to that particular place chosen for them by the Party, then their education has been successful . . .

Every girl must learn the duties of a mother before she is 16, so that she can have children. Why should girls bother with higher mathematics or art or drama or literature? They could have babies without that sort of knowledge.

SOURCE 6 Peter Beck, a

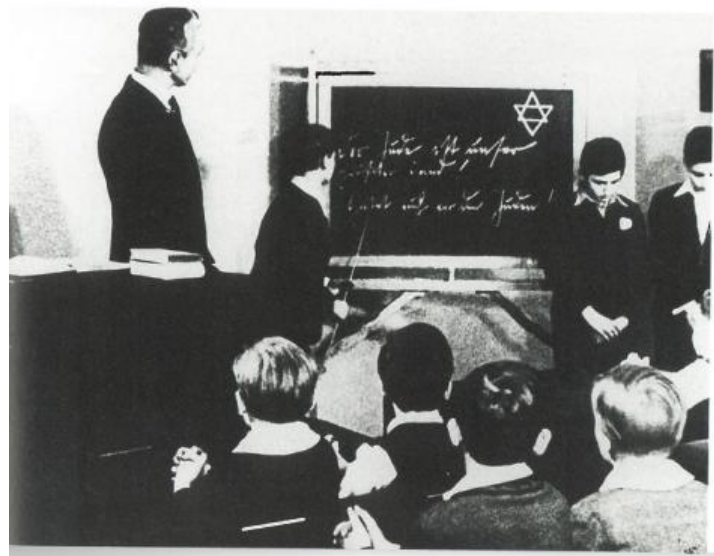
former member of Hitler Youth, remembers:

It was a normal curriculum except that biology, history and geography were clearly affected by Nazi ideology. Jews were depicted [shown] in biology books as an inferior race who exploited [used] others. In biology we also learned about racial purity and race hygiene. In geography we were told how Germany had suffered and how Germany had lost its COLONIES while England, for example, was amassing its empire.

We were carefully kept from having a broad picture of history. We were not aware of what Germany had done before. Our history lessons started with the First World War and the depressing period after Germany had been beaten down as a result of the Treaty of Versailles, disarmed and saddled with reparations. We learned how Hitler came along to lift Germany out of this muck and bring it back to greatness.

SOURCE 7 A maths problem from an arithmetic book used in Nazi Germany.

The Jews are aliens in Germany. In 1933 there were 66,060,000 inhabitants of the German Reich [empire] of whom 499,682 were Jews. What is the percentage of aliens?

**SOURCE 9** Two Jewish boys

facing their class at a school in Nazi-occupied Austria, 1938. The blackboard shows the Star of David and the text reads 'The Jew is our greatest enemy. Beware of the Jew!'

Homework 6: The Holocaust

Task 1: Learn Q11-20 of **Topic 4: How did the treatment of Jewish people escalate under the Nazis?**

You should use strategies like cover, write and reveal, or you can make flashcards.

Task 2: Following on from your revision, complete the core knowledge test below.

	Question	Answer
1	When is Holocaust memorial day?	
2	How many Jews did the Nazis plan to kill through the Final Solution?	
3	What was a concentration camp?	
4	What word is used to describe the process of when Jewish people imprisoned in camps were set free?	
5	When did World War Two end?	
6	What is a source?	
7	How many Jews were killed in the Holocaust?	
8	What three criteria do we need to include in a narrative account?	
9	What was a concentration camp?	
10	What was the Final Solution?	

Task 3: Read through the events below and place them into chronological order on the timeline.
The first one has been complete for you.

Hitler becomes
chancellor of Germany
in 1933

The first concentration
camp is set up in Dachau
in 1934.

In September 1939,
Ghettos are set up in
towns and cities and
Jews are ordered to
move to these.

The Nuremberg Laws
are introduced in 1935.
These removed Jews as
German citizens.

Kristallnacht – the night
of the broken glass was
the first organised
violence against the
Jews in 1938.

The Wannsee Conference is
held on 20th January 1942.

In June 1941 Mobile killing
squads are set up called the
Einsatzgruppen.

From the summer of 1944,
the German army was in
retreat and Jews were
forced on death marches.

1933 Hitler
becomes
Chancellor of
Germany

Task 4: Describe one key feature of the Nuremberg laws in 1935.

Feature 1: _____

Task 1:

Revise all the core knowledge questions from Topics 3 and 4 You should use strategies like flashcards or 'cover, write, reveal'.

Task 2: Complete the core knowledge test below. These questions are a **combination from both topics**.

1	What were reparations?	
2	What policy did Britain and France follow during the 1930's?	
3	Give 3 reasons why Britain won the Battle of Britain.	
4	What was the Blitz?	
5	What was Blitzkrieg?	
6	When are the Nuremberg Laws introduced?	
7	What is a Ghetto?	
8	What name was given to the mobile killing squads?	
9	How many Jews did the Nazis plan to kill through the Final Solution?	
10	What three criteria do we need to include in a narrative account?	

Task 3: Read through the information below. It gives details about the liberation (freedom) of Jews from concentration camps at the end of the war following Germany's surrender on the 8th of May 1945. Use it, along with the source, to answer the questions which follow on PG 17.

The Second World War ended in Europe on 8 May 1945. After six years of war, there were victory celebrations all throughout the streets of Europe. For the Jewish survivors, though, victory had taken too long. Entire Jewish communities in Europe had been wiped out and their Jews exterminated. For those Jews who had survived, liberation (setting someone free) was the start of a long journey. Up until then, Jewish people had concentrated all their efforts on the struggle to survive. All their energies were spent on scavenging for food, in protecting themselves, in living from minute to minute. The struggle to survive from one moment to the next had deflected attention from the world they had lost: their family and friends, their occupations and hobbies, their neighbourhoods and their possessions. All of these had been taken from them long before liberation, but now they were forced to face the emptiness and try to build something new.

With liberation came the knowledge of the immensity of the loss. An almost superhuman effort was needed to pick up the pieces of broken lives and to start over again. In many cases, whole families had been slaughtered, and only single members were left. A survey taken by the Organization for Jewish Refugees in Italy, for example, found that fully 76% of the Jewish refugees had lost all of their immediate families and all their relatives, and were single survivors of exterminated families.

Eva Braun is one such case. Born in 1927 in Slovakia, Eva was deported to Auschwitz-Birkenau and then to Reichenbach, where she was one of the millions who was forced to slave labour under the Nazis. She was liberated by the U.S. army, together with her sister, in 1945. **The source below record what she remembers.**

"We woke up in the morning and there was absolute silence everywhere. The watchtower was empty. The SS men had disappeared. Suddenly we heard a noise from the direction of the road. [...] And then someone shouted that they were Americans. The Americans came in and liberated us. [...] All through the war we had prayed for liberation, and here it was suddenly. You are free! But after I had digested the idea of freedom, I realized that actually the whole time I had been hoping to see my father, and I even dared to hope that I might possibly see my mother, in spite of everything. I knew in my heart that this was almost completely unrealistic, ...and I began to understand that it might not happen.

When I heard about freedom, I was also very frightened. What would we find? "We had survived, and we had to return to civilization, but how did one behave in a normal world? We were two young girls who had nothing. Who would look after us? What would we do? There was excitement, but our feelings were mixed. We were afraid. It's hard to describe and explain these feelings of simultaneous fear and joy. That was our next stage. Now, after liberation, what were we going to do? We had nothing. We were frightened that we might not have anyone left in the world. We needed someone to look after us and take care of us. And to a great extent I was looking after my little sister and another girl. More than anything else I wanted someone to look after me and relieve me of the burden of caring for the girls...I wanted someone to look after me, I wanted someone to lean on... Worry about the future weighed heavily on me. We had to build our future, but how does one build a future?

1. What is liberation?

2. According to the survey, what percentage of Jewish people lost all of their immediate family?

3. List 2 reasons why liberation did not immediately bring happiness for the Jewish survivors?.

A)

B)

4. Where was Eva Braun born?

5. Who liberated Eva and her sister?

6. What did Eva notice first on the morning of liberation?

7. What clues or words in the source suggest that Eva feared her parents had not survived?

8. List 2 of the feelings Eva experiences after liberation. Include direct quotes to support it.

9. Why did Eva long for someone to look after her?

10. Eva says, "*we had nothing*". What does this help us to learn about the challenges of liberation?

Core knowledge questions

Topic 3: WWII

What were the significant turning points in the Second World War?

	Question	Answer
1	What is an armistice?	A formal agreement between two countries or groups at war to stop fighting
2	What does the term conscription mean?	A law that forces all men to join the armed forces when they are needed.
3	What is Fascism?	A political belief with extreme right-wing views, often including racism, nationalism and complete obedience to authority.
4	What were reparations?	Compensation for war damage paid by the defeated country.
5	What policy did Britain and France follow during the 1930's?	Appeasement
6	Which form of government is entirely controlled by one person?	A Dictatorship.
7	What is the name of the German Airforce?	The Luftwaffe.
8	What does the term annex mean?	To seize and take control of another country.
9	When was the Treaty of Versailles signed?	28 th June 1919
10	Who was Britain's prime minister from 1937-40?	Neville Chamberlain

Topic 3: WWII

What were the significant turning points in the Second World War?

	Question	Answer
11	What was the RAF?	Royal Air Force
12	Give 3 reasons why Britain won the Battle of Britain.	Radar technology Skilled RAF pilots Superior planes
13	What does the term morale mean?	The confidence and enthusiasm of a person or group at a particular time.
14	When was rationing introduced in Britain?	8 th January 1940
15	What is meant by the home front?	The actions of ordinary people to keep their country fighting.
16	What was introduced in Britain which involved people being moved to a place of safety?	Evacuation
17	What was the Blitz?	The German bombing campaign against British cities.
18	Give a definition of the term turning point.	A point (as in an action or situation) where an important change occurs.
19	What does NOP stand for?	Nature Origin Purpose
20	What was Blitzkrieg?	Lightening War. The tactic used by Germany in WWII which involved; short, fast and powerful attacks to overwhelm the enemy.

Topic 4: The Holocaust

How did the treatment of Jewish people escalate under the Nazis?

	Question	Answer
1.	What does the term antisemitism mean?	Prejudice against the Jews.
2.	When are the Nuremberg Laws introduced?	1935
3.	Who were the SS?	The Nazi secret police force (Schutzstaffel)
4.	Which name did Hitler give himself in 1934?	Fuhrer
5.	What was the Holocaust?	A name for the Nazis' attempt to wipe out the Jewish race.
6.	What is a Ghetto?	An enclosed part of a city where Jews were forced to live.
7.	What was Kristallnacht?	The Night of the Broken Glass
8.	What name was given to the mobile killing squads?	Einsatzgruppen
9.	Give two examples of laws which impacted Jews socially.	• Jewish people are not allowed to drive a car • Jewish people are not allowed to attend the cinema • Jewish people are not allowed to own radios • Jewish people are not allowed to own telephones
10.	What Act was passed in March 1933?	The Enabling Act

Topic 4: The Holocaust

How did the treatment of Jewish people escalate under the Nazis?

	Question	Answer
11.	What was the Final Solution?	The code name given for the murder of Europe's Jews. The last stage of the Holocaust.
12.	When did the Wansee Conference take place?	20 th January 1942
13.	How many Jews did the Nazis plan to kill through the Final Solution?	11 million
14.	What was a concentration camp?	A place where large numbers of people were imprisoned in very bad conditions.
15.	What word is used to describe the process of when Jewish people imprisoned in camps were set free?	Liberation
16.	When is Holocaust memorial day?	27 th January
17.	How many Jews were killed in the Holocaust?	6 million
18.	When did World War Two end?	8 th September 1945
19.	What three criteria do we need to include in a narrative account?	Key parts (beginning, middle and end) Knowledge Linking phrases
20.	What is a source?	Something which you can use to find out about the past.