

25 Years of the Internet

The internet is a marvel of technology. It is only 25 years old but it has completely changed the world. So what on earth is the internet? Who invented it? How has it changed the world so quickly? Find the answers to these questions and more as you keep reading!

What is the internet?

The internet is an enormous and complex network which carries information all around the world. It is like a web which links lots of things together. Computers, televisions, mobile phones and tablets are all joined to each other by a gigantic system of huge cables, tiny wires and even wireless connections. Millions upon millions of signals and messages are sent zipping around this system 24 hours a day, 365 days a year. We use the internet for an increasingly wide variety things, such as viewing websites, watching our favourite Youtube videos and sending emails.

Who made it?

Smaller networks which were similar in design to the modern internet were created 50 years ago, but they were relatively tiny and quite tricky to use. They were mainly made for universities and the military, so very few people outside these fields used them. Then in 1990, a man called Tim Berners-Lee invented something he called the World Wide Web, which connected networks all over the world and was simple enough for normal people to use and add content to. In 1991, he shared it with the planet and now anybody can use the internet easily!

Changing the World

Tim Berners-Lee only created the first website in 1990, but now half the population on Earth use the World Wide Web regularly! Once people had access to it, they very quickly realised that 'the Web', as it became known, let people do things they had previously thought were impossible. Millions of websites were created with all sorts of information and features.

The internet is so revolutionary because it connects people almost instantly and is capable of so many functions. Using the internet, a person in China can easily speak to somebody in America about a visit or a business deal; it is just as quick and simple as talking to someone across a desk! The internet also offers people a much bigger choice of things to buy than a local shop ever could; for example, someone in Britain can buy a car from Australia with a few clicks of their computer mouse!

The amount of new things added to the internet is showing no signs of slowing down; if anything, it is speeding up! The possibilities seem to only be limited by people's imaginations! Nowadays, people meet and fall in love on the internet. They can store all their precious photos and record memories on the internet. They can spread new ideas far and wide on the internet. Many people have become millionaires simply by making videos in their house which they share online! New websites, new technology and new ideas are constantly being added. The internet has made progress happen faster than anyone would have believed 25 years ago. Tim Berners-Lee's invention has completely changed the world.

25 Years of the Internet

1. Who made the first website? (C6/2b)
2. Which information goes with which bit of history? Put the letters next to the right answer. (S2/2c)
 - A. The first website was made.
 - B. Things like the modern internet were made.
 - C. Half the people in the world use the internet.

50 years ago	
1990	
Today	

3. Write down one way you use the internet. Then write down one way an adult you know might use the internet. (P1)
4. The title says '25 Years of the Internet'. Find and copy the sentence which shows that this is a good choice for the title. (S1)
5. 'It links lots of things together.' Think of a word which you could use instead of 'links'. (C1/2a)
6. Not many people remember when things like the modern internet were made 50 years ago. Why does the world remember the start of the World Wide Web? (P5/2d)
7. 'Smaller networks which were similar in design to the modern internet were created 50 years ago.'
 - a. What does the word 'modern' mean? (C1/2a)

- b. Rewrite the sentence using a word (or words) other than 'modern'. (C1/2a)
8. Sometimes the writing in books which tell us facts is split up into different parts. Why has the writer split this writing into different parts? (T4)
9. This piece of writing has a very clear structure.
- a. What is the purpose of the introduction? (T4)
- b. How does the way the rest of the writing is presented connect it to the introduction? (C7)
10. Make a list of five things which people use the internet for. Your answers must come from the text. (C6/2b)
11. Tara says 'This piece of writing is about how the internet has changed the world'. Explain how the first and last paragraphs show Tara is right. (S2/2c)
12. 'The internet is a marvel of technology.' Copy from a dictionary what the word 'marvel' means in this sentence. (L3)
13. What is the effect of the writer saying that signals and messages are sent 'zipping' around the internet? (L5/2g)
14. Which two groups used similar networks years before the invention of the World Wide Web? (C6/2b)

25 Years of the Internet

1. Who made the first website? (C6/2b) **Tim Berners-Lee**
2. Which information goes with which bit of history? Put the letters next to the right answer. (S2/2c)
 - A. The first website was made.
 - B. Things like the modern internet were made.
 - C. Half the people in the world use the internet.

50 years ago	B
1990	A
Today	C

3. Write down one way you use the internet. Then write down one way an adult you know might use the internet. (P1) **Personal answers which must make sense.**
4. The title says '25 Years of the Internet'. Find and copy the sentence which shows that this is a good choice for the title. (S1) **'In 1991 he shared it with everyone, and now anybody can use the internet!'**
5. 'It links lots of things together.' Think of a word which you could use instead of 'links'. (C1/2a) **Joins; connects; attaches; combines; ties.**
6. Not many people remember when things like the modern internet were made 50 years ago. Why does the world remember the start of the World Wide Web? (P5/2d) **The world remembers it because the World Wide Web brought internet use to the world.**
7. 'Smaller networks which were similar in design to the modern internet were created 50 years ago.'
 - a. What does the word 'modern' mean? (C1/2a) **To do with present or recent times; contemporary; happening nowadays.**

b. Rewrite the sentence using a word (or words) other than 'modern'. (C1/2a)

Various answers possible; answers must make sense and include a synonym for 'modern'.

8. Sometimes the writing in books which tell us facts is split up into different parts. Why has the writer split this writing into different parts? (T4) **Either to make it easier to read and find the right information; or to answer the questions asked in the introduction.**
9. This piece of writing has a very clear structure.
- a. What is the purpose of the introduction? (T4) **To briefly explain what the piece is about and to indicate what further information will be provided.**
- b. How does the way the rest of the writing is presented connect it to the introduction? (C7) **It is split into three sections which repeat and directly answer the questions posed in the introduction.**
10. Make a list of five things which people use the internet for. Your answers must come from the text. (C6/2b) **Any 5 of the following: viewing websites; watching video clips; sending emails; speaking to people around the world; business conversations; buying cars; falling in love; storing photos; spreading ideas; becoming millionaires by making and sharing videos.**
11. Tara says 'This piece of writing is about how the internet has changed the world'. Explain how the first and last paragraphs show Tara is right. (S2/2c) **Both the first and last paragraphs of the piece contain the phrase 'it has completely changed the world'. It begins and ends with that message.**
12. 'The internet is a marvel of technology.' Copy from a dictionary what the word 'marvel' means in this sentence. (L3) **Answers will vary depending on the dictionary used; however, any answer given must be a definition of 'marvel' which is appropriate for this context.**
13. What is the effect of the writer saying that signals and messages are sent 'zipping' around the internet? (L5/2g) **It conveys a sense of speed and busyness.**
14. Which two groups used similar networks years before the invention of the World Wide Web? (C6/2b) **Universities and the military**

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices