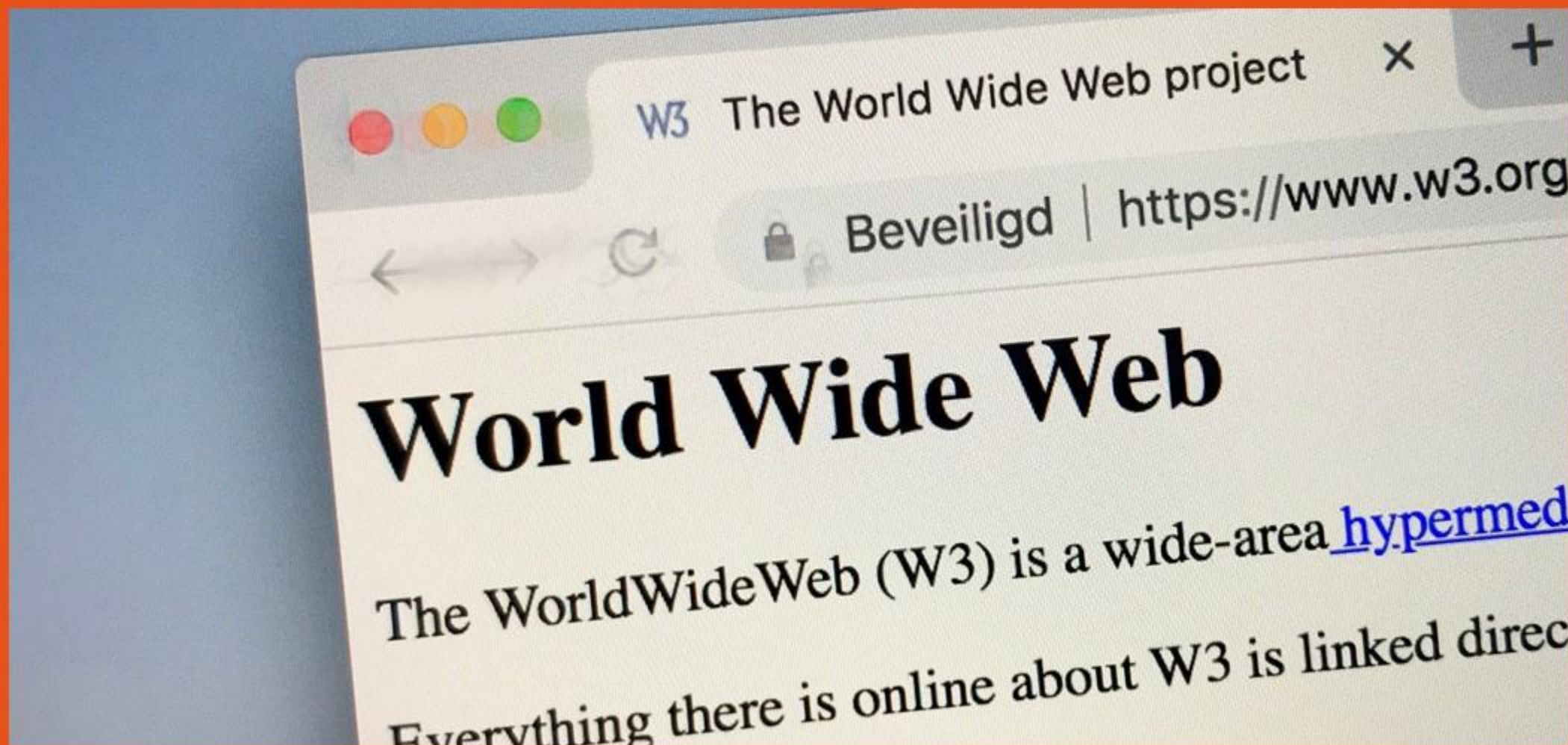


What's happening  
in the news this week?



Let's have a look at this week's poster!

22nd - 28th May 2023



**Has being online  
changed things for  
the better?**

W3 The World Wide Web project

Beveiligd | <https://www.w3.org>

# World Wide Web

The WorldWideWeb (W3) is a wide-area [hypermed](#)

Everything there is online about W3 is linked direc

[What's out there?](#)

Pointers to the world's online information, [s](#)



## Let's look at this week's story

30 years ago, on 30<sup>th</sup> April 1993, Swiss science company CERN opened up the World Wide Web to the world, free-of-charge. The 'collaborative information system' was being used by the scientists at CERN (the European Organisation for Nuclear Research) to communicate, without delay, across countries and continents but deciding that there could be wider uses for the tool, they made it available for everyone.



Learn more about this week's story [here](#).  
Watch this week's useful video [here](#).  
This week's Virtual Picture News [here](#).



# How does it make me feel?



<b>sad</b>	<b>angry</b>	<b>happy</b>	<b>confused</b>	<b>excited</b>	<b>worried</b>	<b>shocked</b>	<b>afraid</b>
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted distressed dumbfounded horrified staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrified petrified terrified

# This week's story looks at events related to ...

CERN, Geneva, Switzerland





Read through the information found below about the early days of the World Wide Web.

## How did the World Wide Web start?

Tim Berners-Lee, a 37-year-old computer scientist from London, proposed a system of pages of information (now known as websites) that could be accessed from anywhere in the world.

The decision to put the Web in the public domain in 1993 allowed the network to become what it is today.

Since then, over 1 billion websites have been created – but only around 200 million are actively working today!



**Pictured:** Amazon's first website in 1993 and today in 2023. **Source:** Amazon.



**Tim Berners-Lee**

## Fact file

**Picture:** Tim Berners-Lee  
**Source:** Paul Clarke

**Age**  
67

## Childhood

As a child, Berners-Lee was fascinated by computers. He attended Oxford University.

## Career

Tim began as a computer software designer and gained experience in engineering. While at Swiss science company, CERN, in 1989, he created a system that enabled different computers to communicate with each other, thus creating the software for the World Wide Web.

**What do you believe are the biggest benefits of it, and what do you think are some of the drawbacks?**



Look at the resource below, which shares examples of information people may gather from the World Wide Web.

### Uses of the World Wide Web

To find out facts about animals:  
What they eat, where they live,  
their size and weight etc.

To find out when your local  
supermarket closes.

To help with maths homework.

To keep in touch with family  
who live far away.

To find out how much it costs  
for a day out at a theme park.



A person using social media to communicate with friends and family.



A person using the World Wide Web to find out more about holidays and their cost.



To help with homework.



A video call with a doctor.

**Can you think of any other information you can get from the World Wide Web?  
How do you use the World Wide Web?**



**Look at the resource below, where some people share their experience of a time before the World Wide Web.**

I can remember a time when I would disagree with a friend about something such as where in the world a place was, the year a famous person was born, the score in a football match and the disagreement couldn't be settled. Now it is great. Straight onto a search engine and we can get the answer!

**Nasir – age 64**



Even though the World Wide Web was introduced in 1993, we didn't have access to it at home as we didn't have a computer. We used to write my uncle letters or phone him. It was really nice to receive letters back and hear his voice on the phone. Now we often use social media to chat. It is good because even if he isn't available, I can still send him a message. I do still phone every now and again but we don't write letters anymore. I have to say, I do miss the excitement of receiving a letter through the post.

**Valeria – age 38**



When I wrote my assignments at University, I used a range of books for my research and for quotes. I used to visit the University library and, on occasion, drove to the British Library at Boston Spa. I read through so many books to find the information and quotes I needed.

**Hannah – age 49**



**How do each of these people's experiences compare with yours?**



Credit: @ondemandBL Twitter page





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# World Wide Web

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# Reflection



Whilst there are many benefits of having access to a huge amount of information at the click of a button, it's important to use it wisely. We can do this by checking where it has come from and ensuring safety in all we do online.





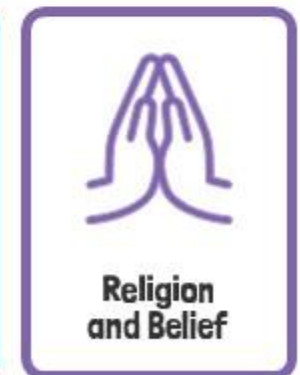
## Individual Liberty

Having access to information is a right we all have. Using the World Wide Web can have many benefits but also risks. We can manage the risks and help to keep ourselves safe whilst using it.

# Protected Characteristics



We should all be able to access the World Wide Web, no matter what age we are. Sometimes there may be age restrictions in place but they are to help keep us safe.





# UN Rights of a Child



We all have the right to get information from the World Wide Web and other sources. Adults should make sure we are safe when using the World Wide Web.



# Useful vocabulary



## Collaborative

Produced by or involving two or more people or groups working together.

The 'collaborative information system' was being used by the scientists at CERN.

## Network

A number of computers connected together so they can share information.

The decision to put the Web in the public domain in 1993 allowed the **network** to become what it is today.

## Online

Using the internet.

Talk about some of the devices we use to go **online**.

## Proposed

Suggested as a possible plan or action for people to consider.

Tim Berners-Lee, a 37-year-old computer scientist from London, **proposed** a system of pages of information (now known as websites).

## Public domain

Available for everyone to see or know about.

The decision to put the Web in the **public domain** in 1993 allowed the network to become what it is today.

## Website

A page or group of connected pages on the World Wide Web about a particular subject, published by a single person or organisation.

Can you list some of the main uses of **websites**?

**Can you use them in your writing this week?**



## Has being online changed things for the better?

30 years ago, on 30<sup>th</sup> April 1993, Swiss science company CERN opened up the World Wide Web to the world, free-of-charge. The 'collaborative information system' was being used by the scientists at CERN (the European Organisation for Nuclear Research) to communicate, without delay, across countries and continents but deciding that there could be wider uses for the tool, they made it available for everyone.



- Look at this week's poster image and share what you think this week's story could be about.
- Read through the information found on the assembly resource about the early days of the World Wide Web. What do you believe are the biggest benefits of it, and what do you think are some of the drawbacks?
- Which websites do you use? Have they changed over time?
- Talk about some of the devices we use to go online, e.g., phones, tablets, even TVs – how have these changed?
- Can you list some of the main uses of websites? E.g., for online shopping, sourcing information or communicating with others. Which do you feel are the most important and why? Is there anything you prefer to do in a more traditional way, e.g., shopping in shops and being able to try things on?
- Watch this week's useful video, which shows the difference between the World Wide Web and the internet. After watching, are you able to explain how each works?

### Reflection

Whilst there are many benefits of having access to a huge amount of information at the click of a button, it's important to use it wisely. We can do this by checking where it has come from and ensuring safety in all we do online.



## KS1 focus

### How does having information at our fingertips help us?



- Explain that information is the facts we learn about someone or something. Discuss where or who you might get information from e.g., books, the internet, other people.
- Write the sentence 'I have information at my fingertips!'. What do you think this means? Have you ever heard anyone use this phrase before?
- Having information at your fingertips, means it is very easy to find and use. The World Wide Web makes finding information very easy.
- Look at resource 1, which shares examples of information people may gather from the World Wide Web. Can you think of any other information you can get from the World Wide Web? How do you use the World Wide Web?
- For each of the points on resource 1, discuss how you might get the information, if the World Wide Web was not available? E.g., telephone call or write a letter to family, use a book to find out facts about animals. Would it be easier or harder?
- Many people now have mobile phones that allow them to access the World Wide Web. They carry their mobile phones with them everywhere, meaning information really is at their fingertips. Do you think this is a good thing? Can you think of any drawbacks of this?

### Reflection

The World Wide Web gives us access to a huge amount of information. We can find it quickly and easily. There are many other places we can get information and sometimes it is good to find our answers in more than one place!



## KS2 focus

### How were things different before the World Wide Web?



- Make a list of ways you use the World Wide Web e.g., shopping, communicating with friends, reading and research for a history topic, times tables practise, watching online videos. How often do you use the World Wide Web? Which sites do you use regularly?
- The World Wide Web was introduced 30 years ago meaning some of the adults you know will remember a time when there was no World Wide Web! Look at your list and discuss the alternatives people may have used before the World Wide Web existed.
- Look at resource 2, where some people share their experience of a time before the World Wide Web. How do each of these people's experiences compare with yours?
- For each person on resource 2, discuss the benefits of being able to use the World Wide Web e.g., quicker and easier to get information, might save an argument. Can you think of any drawbacks? Perhaps Nasir would have had fun discussing and debating with his friends rather than finding out the answer straight away!
- The technology associated with using the World Wide Web has developed rapidly since its introduction. In the past, it took time to load web pages, whereas now they are instant. Mobile phones and other devices can be used to access it, whereas in the past they could not. What do you predict the World Wide Web might be like in the future?

### Reflection

The introduction of the World Wide Web in 1993 changed how people were able to shop, communicate and get information. As it has developed, it has continued to impact the way we live and is likely to do so in the future.



## KS2 follow-up ideas

### Option 1

Evaluate your school website. Begin by spending some time exploring it and reading the information available. Whilst you do this, think about:

- Is it easy to navigate? Is it clear? Can you find the information you need easily?
- Is the font user-friendly?
- Is all the information up-to-date and relevant?
- How have headings and sub-headings been used?
- Are there eye-catching images?
- Have any hyperlinks to useful websites been included? Do they all work?

Once you have evaluated the website, you could make suggestions for possible developments or even create some content to add to it.

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### Option 2

The internet provides multiple services.

- Make a list of the services the internet provides e.g., the World Wide Web, communication apps such as WhatsApp, file transfer, time services (automatic updates when the clocks change!), music services.

Discuss the opportunities the internet provides for communication and collaboration.

- How do you think the internet has made communication and collaboration easier?
- What are the drawbacks of using the internet for communicating and collaborating?
- Can you find out how people collaborated 20 years ago? 40 years ago? Can you ask a primary source of information?



## KS1 follow-up ideas

### Option 1

The World Wide Web can be used to help us learn. Think about:

- What websites have you used to help you learn something?
- Do you enjoy using the World Wide Web or do you prefer to use something else?
- How often do you use the World Wide Web to help you learn?

Use this opportunity to use the World Wide Web to practise some of your maths skills. Think about an area you would like to improve such as number bonds, mental addition/subtraction, counting on and back or times tables and use a website to help you do this. You may have some you already use in school or you could try some from the list below.

[www.topmarks.co.uk/maths-games/hit-the-button](http://www.topmarks.co.uk/maths-games/hit-the-button)  
[www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zd4b382](http://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zd4b382)  
[www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw](http://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw)

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### Option 2

Find out the names of the world's seven continents and five oceans. Try and find the answer by using a book, by asking someone and by using the World Wide Web. Once you have done this, discuss the following:

- Which source of information did you find easiest/hardest to use?
- Which was quickest?
- Do all your answers match?
- Which did you prefer using?
- Which do you think was most reliable?



## This week's useful websites

### This week's news story

[www.npr.org/2023/04/30/1172276538/world-wide-web-internet-anniversary](http://www.npr.org/2023/04/30/1172276538/world-wide-web-internet-anniversary)

### This week's useful video

Internet vs WWW  
[www.bbc.co.uk/newsround/av/47523993](http://www.bbc.co.uk/newsround/av/47523993)

### This week's Virtual Picture News

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

### This week's vocabulary

#### Collaborative

Produced by or involving two or more people or groups working together. The 'collaborative information system' was being used by the scientists at CERN.

#### Network

A number of computers connected together so they can share information. The decision to put the Web in the public domain in 1993 allowed the **network** to become what it is today.

#### Online

Using the internet. Talk about some of the devices we use to go **online**.

#### Proposed

Suggested as a possible plan or action for people to consider. Tim Berners-Lee, a 37-year-old computer scientist from London, **proposed** a system of pages of information (now known as websites).

#### Public domain

Available for everyone to see or know about. The decision to put the Web in the **public domain** in 1993 allowed the network to become what it is today.

#### Website

A page or group of connected pages on the World Wide Web about a particular subject, published by a single person or organisation. Can you list some of the main uses of **websites**?



## Wind power wins!



Pictured: Off shore wind farm, North Sea, England Source: Canva

Research from Imperial College London has shown that wind turbines have generated more energy than gas for the first time in the UK! The research, which is funded by Drax energy company, found a third of the country's electricity used in January – March 2023 came from wind farms. Iain Staffell, energy researcher at Imperial College and lead author of the report said, 'There are still many hurdles to reaching a completely fossil fuel-free grid, but wind out-supplying gas for the first time is a genuine milestone event.' The UK aims for all of its electricity to have net zero emissions by 2035. This

means removing an equal amount of CO<sub>2</sub> (carbon dioxide) from the atmosphere as is released. Carbon emissions continue to increase, despite the growth of sustainable technologies in recent years such as wind turbines. Currently, the majority of homes use gas for their heating but the government hopes to switch households to heat pumps, which use electricity. As a result, renewable energy sources such as wind and solar, can be used to generate the energy to heat people's homes. **Do you support these plans? How may this affect the way you heat your home in the future?**

## Acts of kindness are universal

Researchers from The University of Sydney have concluded that small acts of kindness are universal. The global study has found that people all over the world help each other every two minutes! The scientists discovered that in our everyday lives, humans will signal a need for assistance (for example, to pass items, help to make food or move heavy objects) on average once every two minutes and seventeen seconds. In all cultures, these small requests for help are complied with seven times more often than they are turned down, and six times more often than they are ignored. 'Our reliance on each other for help is constant,' said Professor Nick Enfield, who led the study,

'On the rare occasions when people do decline, they explain why. This human tendency to help others when needed –and to explain when such help can't be given—transcends other cultural differences.' Assistant Professor Giovanni Rossi from the University of California, Los Angeles, and his team analysed over 40 hours of video recordings of everyday life in towns in Italy, Poland, Russia, Aboriginal Australia, Ecuador, Laos, Ghana, and England. The study was conducted over five continents and represented eight diverse languages and cultures.

**Do you enjoy helping other people?  
How does it make you feel?**

Pictured: Children helping each other. Source: Canva



# Saving the Sturgeon



Pictured: Sturgeon fish. Source: Blue Marine Foundation @Bluemarinef Twitter page.



A team of conservationists, led by the Zoological Society of London (ZSL), have launched the UK Sturgeon Conservation Strategy and Action Plan. It is hoped the ancient, critically endangered native sturgeon can be reintroduced to UK waters using the UK Sturgeon Action Plan. The majestic 'dinosaur fish' has been living in UK waters since the Bronze Age, surviving several mass extinctions and even ice ages. Sadly, researchers say, they have struggled to survive man-made changes to their environment. Dam construction in rivers blocked their migration routes and overfishing caused numbers to plummet. 'Growing up to 5m in length, with long whisker-like barbels and diamond-shaped armoured plates along their backs, sturgeons look like they've swum straight out of a palaeontologist's textbook,' Hannah McCormick, from ZSL described

the imposing looking fish. She added, 'These impressive and ancient animals were once common in UK rivers and along our coastline, so it's hardly surprising that they were declared "royal fish" by King Edward II back in the 14<sup>th</sup> century, meaning all sturgeons landed in the UK have to be offered to the Crown – although nowadays this is just a formality.' **Did you know that under UK law, whales are also 'royal fish' - meaning that when caught, they become the personal property of the monarch of the United Kingdom?**

Last week's topic:

Do you think music has a positive impact on the world?

I think when you have to represent your country it will be really exciting but scary. I want to be a performer one day like all these artists.

Jaida



Some types of music can make you feel happy and can have a good impact on your mental health.

Poppy

I think music does have a good impact on the world.

Max

Yes, music adds value and speaks about different things that happens in different culture. It also shows the culture and values of each society.

Ariella

Let us know what you think about this week's news?

 [www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

 [help@picture-news.co.uk](mailto:help@picture-news.co.uk)

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Share your thoughts and read the opinions of others

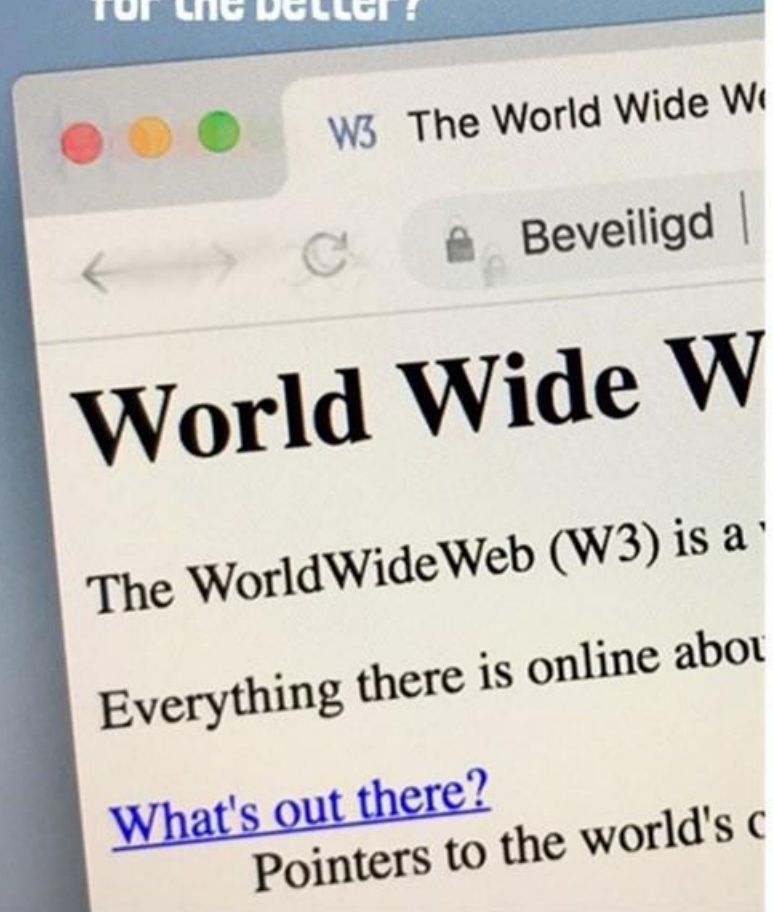
[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)



# TAKEHOME



Has being online changed things for the better?



## In the news this week

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### Things to talk about at home ...

- > How often do you access websites online? Are there any particular sites that are your favourites? What about others in your home?
- > Talk to someone older, who can remember a time before people had access to the World Wide Web. Ask them how things were different.

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

