

# Citizenship Education For Primary Schools Book 6 Teachers Guide

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### **Religion in the Primary School**

In light of the recommendations of the Crick report on citizenship education ('Education for citizenship and the teaching of democracy' which can be downloaded at [http://www.qca.org.uk/downloads/6123\\_crick\\_report\\_1998.pdf](http://www.qca.org.uk/downloads/6123_crick_report_1998.pdf)) published in September 1998, the subject was introduced into the school curriculum in 2002, on a compulsory basis for secondary schools and as part of the non-statutory framework for primary schools. The Committee's report assesses the progress made during the last four years to deliver quality citizenship programmes and examines the barriers that exist to its successful implementation. It finds that, when well done, citizenship education motivates and inspires young people, but the quality and extent of these programmes are still inconsistent across the country. This patchiness needs to be tackled head-on, and progress accelerated, requiring strong support from the DfES and Ministers as well as action from those

on the ground. The Committee welcomes the Government's decision to accept the recommendations of the report by Sir Keith Ajegbo which highlighted the need for citizenship curriculum to have a closer focus on issues of identity, diversity and belonging. More can be done to disseminate between settings good practice information about approaches that are working in other institutions, particularly in relation to 'whole-school' (or college) approaches that develop opportunities for active citizenship, although it is essential that programmes are locally-owned and relevant to the particular context. The development of the workforce is also important to the success of citizenship education, and although the expansion of the Continuing Professional Development (CPD) citizenship certificate programme is welcome, more resources are needed to develop capacity in initial teacher training places for citizenship education.

### **Education for Democratic Intercultural Citizenship**

WINNER 2016 Grawemeyer Award in Education Helping students develop their ability to deliberate political questions is an essential component of democratic education, but introducing political issues into the classroom is pedagogically challenging and raises ethical dilemmas for teachers. Diana E. Hess and Paula McAvoy argue that teachers will make better professional judgments about these issues if they aim toward creating "political classrooms," which engage students in deliberations about questions that ask, "How should we live together?" Based on

the findings from a large, mixed-method study about discussions of political issues within high school classrooms, *The Political Classroom* presents in-depth and engaging cases of teacher practice. Paying particular attention to how political polarization and social inequality affect classroom dynamics, Hess and McAvooy promote a coherent plan for providing students with a nonpartisan political education and for improving the quality of classroom deliberations.

### **Cross-Curricular Teaching in the Primary School**

This book deals with the key professional issues faced by students on teacher training courses and practising primary teachers. The authors set out the nature of primary education in England and the professional demands made on primary school teachers by parents, the children themselves, government agencies, society and the profession. Written by Primary PGCE tutors, practising primary teachers, headteachers, and practitioners doing educational research, each chapter offers practical suggestions and in-depth discussion of essential topics including: } the school environment } teachers' values and professional practice in primary schools } primary School Teachers and the Law } parents' rights and roles in primary education } special educational needs in mainstream schools } provision in primary schools for gifted and talented pupils } education for a multi-cultural society } spiritual and moral development, and Citizenship Education This book is important reading for trainee primary teachers following any initial training route;

for NQTs and for practising teachers.

### **Educating for Global Citizenship**

Assessing the effects of New Labour's education policies on primary schools, this book discusses the impact of policies on primary school practices, as well as looking at the views and experiences of primary school teachers and pupils.

### **Education for Citizenship: Ideas Into Action**

Though certainly not a new idea, citizenship education manifests in unique and often unpredictable ways in our contemporary neoliberal era. The question of what it means to be a productive and recognized citizen must now be understood simultaneously along both global and local lines. This edited volume offers an international perspective on citizenship education enacted in specific socio-political contexts. Each chapter includes a pointed conceptualization of citizenship education—a philosophical framework—that is then applied to specific national cases across Europe, Asia, Canada and more. Chapters emphasize how such frameworks are implemented within local contexts, encouraging particular pedagogical/curricular practices even as they constrain others. Chapters conclude with suggestions for productive change and how educators might usefully engage

contemporary contexts through citizenship education.

### **A Framework for Heritage, Multiculturalism and Citizenship Education**

The Teacher's Resource Books help teachers address citizenship education confidently and in a structured way. Content is clearly linked to the non-statutory Framework for PSHE and Citizenship in the National Curriculum, and in Wales the community aspect of the PSE framework (ACCAC 2000). Provides themed lesson plans, photocopiable resource sheets and ideas for discussion and extension work. Also gives detailed guidance on using the lesson plans, Flipover Books and Photopacks.

### **Citizens by Right**

### **A Framework for Citizenship Education in Sierra Leone**

Following the 14th Conference of Commonwealth Education Ministers held in Halifax, Canada, in November 2000, the Commonwealth Secretariat organised a seminar with the theme 'A Commonwealth Framework for Heritage,

Multiculturalism and Citizenship Education' in Johannesburg, South Africa, in April 2002. This publication was compiled from the papers and proceedings of the seminar. It is a result of collaborative work undertaken by educationalists, curriculum developers and leading experts to develop a framework for an innovative approach to citizenship education, to strengthen a culture of fairness, equity, tolerance and respect. This ground-breaking approach involves the key elements of heritage, multiculturalism and citizenship. The framework, easily adapted to individual countries, serves as a basis for organising curriculum and for teaching and learning resources.

### **Social Studies Educators' Perspectives on Citizenship Education in Primary and Secondary Schools in Oyo State, Nigeria**

#### **The Political Classroom**

How can teaching across the curriculum improve children's learning? How can you plan meaningful, imaginative topic work? Cross-Curricular Teaching in the Primary School helps teachers plan a more imaginative, integrated curriculum by presenting in accessible language a rationale and framework for teaching across

the subjects. Illustrated throughout with examples of effective topic work in successful schools, this book provides guidance on the underpinning theory and strategies to facilitate cross-curricular work with young children. Issues covered include: how children learn developing the curriculum and lesson planning teaching and learning in an integrated way at KS1 and KS whole school approaches and team teaching for cross-curricular teaching the role of support staff in cross-curricular teaching improving children's thinking skills supporting children with special needs using new media and drama to facilitate cross-curricular learning assessing cross-curricular learning. *Cross-Curricular Teaching in the Primary School* provides much needed support for busy student and practising teachers. Packed with practical ideas, it offers an accessible guide to all aspects of introducing an integrated curriculum.

### **Changing Teaching And Learning In The Primary School**

During the last two decades interest in children's development of good citizenship has grown among political and educational theorists in the Western world, leading to much debate about the concept of citizenship education. In this study, a specific approach to citizenship education is proposed, namely a virtue-ethical approach, which explicitly links citizenship education to moral education. From the virtue-ethical point of view, citizenship education is aimed at developing the civic virtues (attitudes that enable citizens to contribute to society), such as justice, tolerance

and solidarity. Since this study focuses on teachers in Catholic education, these three virtues have been interpreted from a community-centred, active perspective, which is supposed to fit the normative framework of Catholic schools. The central question of this study is to what extent teachers in Dutch Catholic primary education possess the qualities that are needed to stimulate students' civic virtues, and in what way these qualities can be improved. Two kinds of moral pedagogical teacher behaviour are central: the teachers' modelling behaviour and the way teachers arrange their moral classroom discussions. These two kinds of behaviour will be studied as well as their relationship with the teachers' moral beliefs. Furthermore, a teacher course that is designed to stimulate these two kinds of moral pedagogical behaviour is evaluated. Frank Willems (1979, Boxmeer) lived in Vierlingsbeek, a small town in the south eastern part of the Netherlands, the first twenty-two years of his life. After finishing Teacher Training College in 2002, he moved to Nijmegen to study educational sciences at the Radboud University. The next year, he also started studying philosophy of education at the same university. In 2007 he finished both studies. Since that time, he had been working as a junior researcher at the IKO (Institute for Catholic Education), which is connected to the Radboud University. He was involved in research and he developed tools for schools for the implementation of the insights of his study. Currently, Frank is working as a product coordinator at Examenadviesburo, a small company in Nieuwegein (near Utrecht). He is involved in the development of exams for all kinds of professions (brokers, insurers, accountants, and others).

## **Stimulating Civic Virtue in Students**

This clear and user-friendly text provides practical guidance on how to incorporate citizenship into the curriculum. It offers a wealth of teaching aids including: \* tried-and-tested photocopiable materials \* case studies \* suggested teaching strategies \* comprehensive reference and resource section. Nick Clough and Cathie Holden are fully experienced in the field having both taught in primary and middle schools and both now specialise in providing citizenship education courses for trainee teachers and practising teachers. This up-to-date book will help engage those teaching (and studying) the new requirement of Education for Citizenship at Key Stages 2 and 3, and along with lively examples of pupils' work and discussions of the changes to the QCA guidelines regarding citizenship, they provide a comprehensive and complete resource. It is also of immense value to curriculum coordinators and to those wishing to know more about the thinking behind education for citizenship.

## **List of Subject Headings for Use in Dictionary Catalogs**

Across the globe citizenship education is high on the reform agendas of policy makers and educators. The collapse of the Soviet Union and the entry of former Soviet bloc states into the European Union, the fragmentation of the former

Yugoslavia, the major population movements from poor to rich countries, and the increased threats of international terrorism and civil wars in many states have all added to the need to provide up-dated and reflective approaches to citizenship education. Within nation states, the impact of globalisation on social, economic and political structures has caused power shifts across and within international borders demanding greater citizenship awareness and participation. The effect of these changes and the practice and needs of citizenship are profoundly affected by the distinctive particulars of the places in which they occur. This is an essential ingredient in any understanding of what is happening and of any program addressing the resulting citizenship challenges. Too often, citizenship education has been perceived simply as a matter for schools. In this book, the discussion is extended to embrace post-school education. It is acknowledged that the educa

### **Citizenship Education in Japan**

### **Citizenship Education in Small States: Guyana**

What are the key issues in Citizenship Education today? Debates in Citizenship Education encourages student and practising teachers to engage with and reflect on some of the key topics, concepts and debates that they will have to address

throughout their career. It places the specialist field of Citizenship Education in a wider context and aims to enable teachers to reach their own informed judgements and argue their points of view with deeper theoretical knowledge and understanding. Taking account of recent policy and controversies, expert contributors provide a balance of experience and perspectives and cover a wide range of classic and contemporary topics including: Theoretical Perspectives on Citizenship Education; International Comparative Perspectives on Citizenship Education; Citizenship Education, Race and Community Cohesion; Climate Change and Sustainable Citizenship Education; ICT and Citizenship Education; Ethics and Citizenship Education; Assessment of Citizenship Education. Debates in Citizenship Education is for all student teachers, and practising teachers engaged in CPD or interested in furthering their understanding of teaching in the subject area. Including carefully annotated further reading and reflective questions to help shape your own research and writing, this collection provides an introduction to recent critical thinking and contemporary debates within Citizenship Education.

### **Citizenship for Primary Schools**

"This book is a must for those who, like me, believe passionately both in the power of peer mediation and in the urgency of spreading good practice in a society like ours, which is desperately searching for ways to be inclusive and at peace with itself." Tim Brighouse, former Commissioner for London Schools

challenges facing young people grow so do the array of support mechanisms to help them. During my time as a Member of Parliament and as a Minister I saw many of the ideas and initiatives which were tackling this issue. I am attracted to the idea of peer mediation mainly because it goes beyond the question of how can we protect and help children when they have a difficulty, and develops those increasingly important social and emotional skills in all children – Estelle Morris, Former Secretary of State, DfES

Why use peer mediation? What are the factors that influence its failure or success? Peer mediation as a form of conflict resolution is growing in popularity and usage, particularly within education. The number of schools using this method has increased, with many schools in the UK now using mediation to settle disputes both in school, and in the wider community. Based on the author’s extensive work on peer mediation, the book provides a thorough account of theory and practice relating to an approach that can enable young people to resolve their own disputes – and those of their peers. The author shows how peer mediation can be embraced by schools to strengthen student voice, behaviour management, active citizenship and inclusion, as well as how it can be neglected and fail to achieve these aims. Drawing on case studies of peer mediation in schools, the book offers an analysis of the work that has been carried out in this area. It revisits key debates in education such as citizenship, social inclusion, student voice and behaviour management in order to begin to address the questions surrounding this method of conflict resolution. Peer Mediation is key reading for primary and secondary school teachers, educational professionals,

academics, policy-makers and those with an interest in practical peace making.

### **Primary School Curriculum**

A Save the Children project in four inner city primary schools fired the children's enthusiasm for Citizenship Education. Reva Klein describes how the human rights approach trialled in these schools can be adopted by teachers to involve children in this new curriculum subject at Key Stages One and Two. The book supports teachers in two ways: it presents the main Human Rights legislation in the UK and Europe that is relevant to children and those working with them in schools; it offers guidance on classroom activities for each year of primary school that have been proven to engage children and foster their learning; The book will be invaluable in all primary schools. It will also be essential reading for teacher trainers and for all courses on citizenship education at primary level.

### **An Examination of the Role of Non-government Organisations in Supporting Citizenship Education in Northern Ireland's Post-primary Schools**

Considers the possibilities for active citizenship within areas of broad concern in UK politics: young people and justice; parliaments with the people; women and

equality; integrating immigrants; multiculturalism; schools; community; social inclusion and

### **Citizenship Education and Lifelong Learning**

### **Citizenship Education for Primary Schools**

Education for democratic citizenship and human rights education are vital for peaceful, sustainable and inclusive societies based on respect for the human rights of every person. Effective teaching and learning processes require well-trained teachers, positive learning environments and high-quality learning materials. This is underpinned by education policy, including curriculum development and review, which is the main focus of this book. The strengthening of education policies in the fields of education for democratic citizenship and human rights lies at the very heart of the efforts of the Council of Europe, the United Nations Educational, Scientific and Cultural Organization, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe, and the Organization of American States. These organisations have jointly produced this publication in order to support states' commitment to fostering citizenship and human rights education and improving access to quality education for all.

## **Charting the Future: social and political education in senior cycle of post primary schools**

Political, economic, technological and cultural changes have taken place all over the globe, changes which have transformed the meanings of citizenship and citizenship education. This volume represents an effort to analyze the implications of these changes.

### **Active Citizenship**

This book explores educating for global citizenship in three parts. The first part identifies the field of global citizenship. The second part identifies a youth-led learning approach to global citizenship. It provides an in-depth and original analysis of the Global Connections program introduced into Australian schools and Indonesian communities over the last decade by Plan International Australia, through a case-study approach. Drawing on data from this project and further analysis, the third part outlines the principles behind learning for global citizenship. Finally, these principles are woven together in a model of inter-agency collaboration between schools, higher education institutions, and non-government agencies. We invite you to explore this fascinating terrain with us. This book is the work of a team. It reflects a long-term partnership between one international NGO,

young people, and two universities.

### **Professional Issues for Primary Teachers**

#### **Focus Citizenship Education for Primary Schools**

This book has been written to lay the foundations of a single curriculum framework for citizenship education in Sierra Leone. It is a direct result of a consultative process aimed at complementing and consolidating a number of citizenship-related initiatives within and outside government circles in Sierra Leone. The framework it presents looks at some significant and critical themes, and goes on to set parameters and suggest guidelines to ensure its successful implementation.

#### **Citizenship Education around the World**

Religion and its relationship to schooling is an issue that has become more and more topical in recent years. In many countries, developments such as the diversification of state school sectors, concerns about social cohesion between ethnic and religious groups, and debates about national identity and values have raised old and new questions about the role of religion in education. Whilst the

significance of this issue has been reflected in renewed interest from the academic community, much of this work has continued to be based around theoretical or pedagogical debates and stances, rather than evidence-based empirical research. This book aims to address this gap by exploring the social and political role of religion in the context of the primary school. Drawing on original ethnographic research with a child-centred orientation, comparisons are drawn between Community and Roman Catholic primary schools situated within a multi-faith urban area in the UK. In doing so, the study explores a number of ways in which religion has the potential to contribute to everyday school life, including through school ethos and values, inter-pupil relations, community cohesion and social identity and difference. At the centre of the analysis are two key sociological debates about the significance of religion in late modern societies. The first is concerned with the place of religion in public life and the influence of secularisation and post-secularism on the relationship between religion and schooling. The second relates to the increasingly multi-faith nature of many national populations and the implications for religious citizenship in educational settings. Religion in the Primary School will be a useful resource for academics, researchers and students as a key addition to existing knowledge in the disciplines of education, sociology and human geography. It will also be of value to both policy-makers and educationalists interested in the role of religion in schools and the implications for the wider community and society in a range of national contexts.

## **Teaching Citizenship in Primary Schools**

Helping teachers address citizenship education efficiently, this title is linked to the non-statutory Framework for PSHE and Citizenship in the National Curriculum. It provides lesson plans, photocopiable resource sheets and ideas for discussion and extension work. It also gives guidance on using the lesson plans, Flipover Books and Photopacks.

## **Teenagers' Citizenship**

## **Citizenship Education**

The introduction of compulsory citizenship education into the national curriculum has generated a plethora of new interests in the politics of childhood and youth. *Citizenship for Teenagers* explores teenagers' acts of and engagement with citizenship in their local communities and examines the role of citizenship education in creating future responsible citizens. The first half of the book provides the context for teenagers' experiences of citizenship, discussing issues around the ideas of childhood and citizenship, as well as the curriculum. The second half goes on to explore teenagers' experiences of citizenship education, practising

citizenship and exclusion from citizenship. The book concludes with a call for a new cumulative approach to citizenship which upgrades the status of teenagers, particularly within the classroom. Susie Weller's important book will throw new light on how teenagers engage with citizenship education and take on civic responsibility. It is an interesting and useful read for all those involved with education and youth policy as well as those studying for a PGCE or researching in citizenship education.

### **Global Citizenship**

Identity and diversity in all its forms present major challenges to countries seeking to best equip citizens with the skills to participate effectively in their diverse societies. This investigation into citizenship education in Trinidad and Tobago produced information about: the type, nature, and variety of programs being offered; the topics covered in these programs; the approaches and methodologies being used; and the groups that participate in the programs. It also highlighted the fact that government and civil society organizations are involved in citizenship education. Additionally, the investigation provided opportunities for individuals and organizations to identify the challenges of being a citizen in the multi-ethnic, multi-cultural, and multi-religious society of Trinidad and Tobago. Participation in the search conference which collected information for the study, provided opportunities for individuals and organizations to share concerns about their work.

Primary data were collected in a questionnaire given to organizations in the sample, in meetings, and in face-to-face and telephone interviews. Among the concerns and issues identified and discussed were: values, identity, difference and diversity, inequalities; citizenship and the good citizen; democracy and governance; the socio-economic situation and its impact on citizens; the ideology and structure of the education system; and the content, delivery evaluation and impact of citizenship education programs. A list of participants at the Search Conference is appended. (BT).

### **Peer Mediation: Citizenship And Social Inclusion Revisited**

Draws together a wealth of knowledge from a varied list of contributors all of whom recognise the importance of promoting equality in primary schools.

### **Zhenghua Primary School**

### **Curriculum Development and Review for Democratic Citizenship and Human Rights Education**

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## **Citizenship and Citizenship Education in a Changing World**

This volume surveys the new global landscape for democratic civic education. Rooted in qualitative research, the contributors explore the many ways that notions of democracy and citizenship have been implemented in recent education policy, curriculum, and classroom practice around the world. From Indonesia to the Spokane Reservation and El Salvador to Estonia, these chapters reveal a striking diversity of approaches to political socialization in varying cultural and institutional contexts. By bringing to bear the methodological, conceptual and theoretical perspectives of qualitative research, this book adds important new voices to one of education's most critical debates: how to form democratic citizens in a changing world.

## **Citizenship for Primary Schools**

What are the obligations of the university to society and its communities? What are the virtues of university education? What are the university's ethical responsibilities to its students? The role of citizenship and civic responsibility in higher education is a highly contested yet crucial element of any consideration of the role of university in society. This book offers thoughtful insights into this role, outlining the intellectual and practical tensions and pressures which come to bear

upon higher education institutions. Wide ranging in scope, it offers perspectives from British, European, Canadian and North American educational environments. Citizenship and Higher Education will prove stimulating reading for anyone concerned with the ethics of education and the university's place in society - including educationalists, researchers, sociologists and policy-makers.

### **Social Literacy, Citizenship Education and the National Curriculum**

Identity and diversity in all its forms present major challenges to countries seeking to best equip citizens with the skills to participate effectively in their diverse societies. They set out the strategies and actions needed to support small states wishing to promote the values of good citizenship.

### **Citizenship and Higher Education**

### **Citizenship Education in Small States: Trinidad and Tobago**

This title provides a clear rationale and overview of citizenship education in primary schools, from early years to Y6. It helps trainee teachers understand how

to incorporate the concepts and processes of citizenship in their learning objectives and outcomes, and how to monitor and evaluate them. There are also activities and ideas for use in the primary classroom, some for stand-alone citizenship work, and others integrating citizenship with the mainstream curriculum.

### **Debates in Citizenship Education**

This timely book looks at social literacy within the revised National Curriculum which places an obligation on schools and teachers to promote social cohesion, community involvement and a sense of social responsibility among young people. Social Literacy, Citizenship Education and the National Curriculum is an introduction to the social purposes and aims contained in the revised National Curriculum. It provides the theory behind the movement for social literacy as well as providing information for teachers, lecturers and policy makers on putting the government's ideas into practice.

### **Reimagining Civic Education**

Education for Democratic Intercultural Citizenship (EDIC) is very relevant in contemporary societies. Seven European universities are working together in developing a curriculum to prepare their students for this important academic,

societal and political task. The book present their theories and practices.

### **Equality in the Primary School**

Global Citizenship is not an additional subject, but a way of teaching the existing curriculum, which promotes social justice and equity. This handbook explains Global Citizenship and develops its principles into clear, practical pointers for use in school. By discussing the issues, ideas and approaches in this handbook, users will be able to explore and develop their own understanding of Global Citizenship. Teachers will be able to bring its concepts into their educational practice, through every subject area, into assemblies, and across the whole school. The handbook will be a valuable tool for classroom teachers, head teachers, teacher educators, student teachers and home school educators. It will also be of interest to non-teaching staff, governors/school-board members, and parents.

Global Citizenship: The Handbook for Primary Teaching contains: an exploration of issues for In-Service Training, and strategies for implementing whole-school change; ideas and activities for assemblies and classroom work; specific sections mapping Global Citizenship to subject areas for England, Scotland and Wales; a wide range of activities to deliver subject areas including Citizenship/PSHE, PSD and PSE through Global Citizenship; lesson plan and photocopiable resource material to support Literacy/English in the classroom; material relevant to Environmental Studies 5-14; ideas and guidance on incorporating Global Citizenship into the QCA Geography

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Schemes of Work; a comprehensive list of useful books for children and teachers, resources, weblinks and contact addresses

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