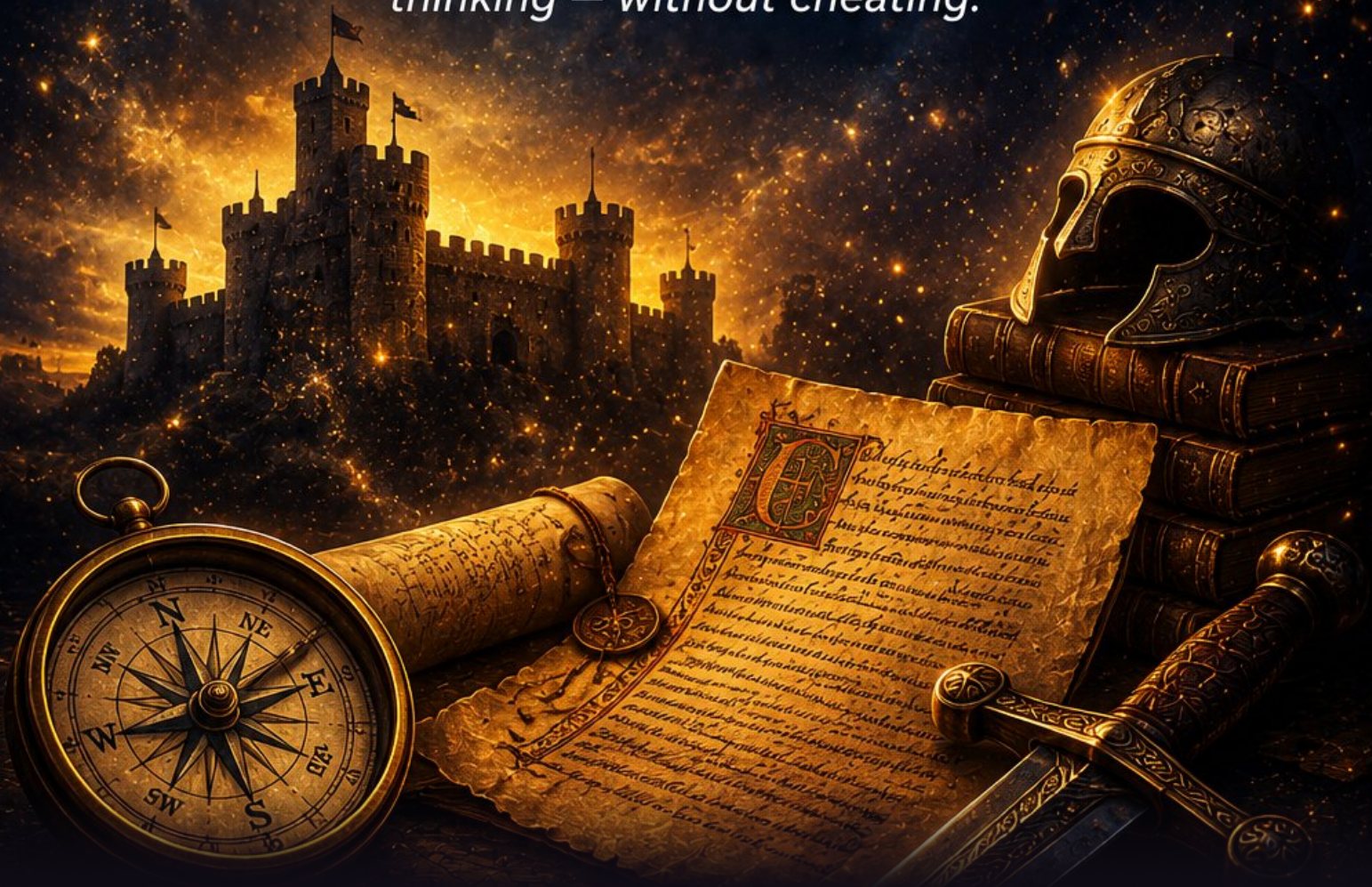


GCSE HISTORY

100 AI PROMPTS

for Smarter Revision *and* Exam Prep

*Active recall, exam technique, and mark-scheme
thinking — without cheating.*



AI Study Method
THE VELVET METHOD™

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A six-step AI study system

GCSE History

100 AI Prompts for Smarter Revision & Exam Prep

Active recall, exam technique, and mark-scheme thinking — without cheating.

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We use artificial intelligence tools to help draft and structure example material; all educational guidance has been reviewed and curated for quality and accuracy. This book is designed to support revision and exam preparation and does not replace formal teaching, textbooks, or official specifications.

Students are responsible for ensuring that all work submitted for assessment is their own.

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What Is the Velvet Method?

The Velvet Method is a six-step framework for using AI as a study partner — not a shortcut. Each letter is a stage of effective revision, and each is grounded in what cognitive science says actually works: building understanding, retrieving it under pressure, and spacing your review over time.

V — View See the whole picture of a topic before you study the detail.

E — Evaluate Run a diagnostic to find exactly where your gaps are.

L — Learn Fill those gaps in a way that genuinely sticks.

V — Verify Prove you know it with exam-style questions and examiner-style feedback.

E — Explore Push into top-grade thinking: application, analysis, and unseen problems.

T — Transform Reflect, plan your next session, and lock it in with spaced repetition.

Used in order, the six stages turn AI from a machine that hands you answers into a tutor that strengthens your own thinking — so the work stays yours, and so does the understanding you carry into the exam.

How This Book Is Organised

This book follows the Velvet Method exactly. Its six chapters are the six stages, and the prompts in each chapter do that stage's job for GCSE History. View prompts help you map the course; Evaluate prompts diagnose your gaps; Learn prompts help you understand; Verify prompts test you against mark schemes; Explore prompts stretch you into top-grade thinking; and Transform prompts help you reflect and remember.

Work through the stages roughly in order when you tackle a whole topic, or dip into a single stage when you need it — a quick diagnostic before a test, or some examiner-style marking the night before.

Every prompt is a starting point, not a script. Adapt them, raise the difficulty, swap in your own topic, and ask the AI to challenge your thinking rather than do it for you. The goal is never to get answers from AI. It is to use AI to test, challenge, and sharpen what you know.

How to Run a Velvet Session

Having a hundred prompts is not the same as knowing how to use them. Here is how the six stages fit together in a real study session — and how to turn them into a habit rather than a one-off.

For a new topic, work roughly in order: View to map it, Evaluate to find your gaps, Learn to fill the most important ones, Verify to prove they're fixed, Explore to stretch, and Transform to lock it in and plan your next review. You won't always use all six — before a test you might go straight to Evaluate and Verify.

A worked example

Say you have ninety minutes on the causes of the rise of Hitler. Open with a View prompt to map the sub-themes — Weimar weaknesses, the impact of the Depression, Nazi tactics and propaganda, conservative miscalculation in 1933. Run the Evaluate diagnostic and find that the weight to give long-term Weimar problems vs short-term Depression effects, and your range of named historians' arguments, are shaky. Use two Learn prompts: an analogy for what 'tipping-point' causation looks like, and a Walk-Me-Through prompt for the argument that the Depression was the decisive factor. Then Verify with an examiner-marked extended question on 'Was the Depression the most important reason for Hitler coming to power in 1933?'. Finally, a Transform prompt schedules a review of named events in three days. One topic, five prompts, every stage earning its place.

Spread it out

The method works partly because it spaces your learning, so resist racing through this whole book in one sitting. A realistic rhythm is one or two topics a week through the full cycle, with short Verify and Transform reviews of earlier topics layered on top. The spacing is not a delay — it is the mechanism.

Lean on the prompts less over time

At first, use the prompts word for word. As you grow more confident, strip the scaffolding away — shorten them, raise the difficulty, and eventually run a whole stage from memory. The aim is to need this book less and less.

Trust, but Verify

AI is a powerful study partner, but it is not always right — and the danger is that you are using it precisely because you don't yet know the material well enough to notice when it's wrong. Treating its output as automatically correct is the single biggest risk in studying with AI.

What to watch for in History especially: AI tools are notorious for inventing quotations, misattributing them to historians, and confidently citing books and articles that don't exist. They can fabricate statistics ('45% of the population...') that sound credible but have no source. They can confuse decades, swap leaders, and place events in the wrong country. They can produce a balanced-sounding interpretation that doesn't engage with the actual debate. They can also generate evaluation that sounds critical but reduces to anachronism — judging a past actor by modern standards. Always verify dates and figures against your textbook, and treat any AI-generated quotation or statistic as a draft to be checked.

So build the habit of checking. Keep your specification and a trusted textbook to hand, and cross-reference anything that will go into your memory. Ask the AI to show its reasoning and where a mark point comes from, so you can judge it. When a marked answer surprises you, challenge it — ask why that is the model answer. And use the Verify-stage prompt that asks the AI to include a deliberate error, to keep your own eye sharp. If the AI and your specification ever disagree, the specification wins.

This is not a reason to distrust the tool. It is the skill that makes you safe to use it — and learning to check AI well is itself one of the most valuable things this method will teach you.

Quick Start: Which Prompt, When

Not sure where to begin? Match your situation to a stage:

Starting a brand-new topic: View (Prompts 1–10), then run a diagnostic.

A test tomorrow, short on time: the diagnostics (Prompts 11–25), then a few Verify prompts on your weak spots.

You've revised but it won't stick: Learn (Prompts 26–43), especially Feynman and draw-from-memory.

You know it but keep losing exam marks: Verify (Prompts 44–71), especially examiner marking and command words.

Aiming for the top grades: Explore (Prompts 72–88).

End of a session or week: Transform (Prompts 89–100).

When in doubt, run the Whole-Topic Diagnostic (Prompt 11) — it will tell you what you need.

These prompts are your toolkit.

The Velvet Method course is where you learn to wield them.

Six steps taught in full, worked examples for every stage, and a complete prompt library across your subjects.

Learn the method at aistudymethod.co.uk/courses

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Note on Exam Boards and Syllabi

This book supports GCSE History students across all major UK exam boards, including AQA, Edexcel (Pearson), OCR, and WJEC/Eduqas. The prompts cover the core skills common to every specification — source analysis, evaluating interpretations, essay writing, and use of historical evidence — so whichever board and option you study, the great majority will be directly relevant.

GCSE History is taught through option papers, so two students sitting different boards or different periods will study very different content — Germany 1918–1939, Russia and the Soviet Union 1924–1953, Elizabethan England, Medicine through Time, the American West, Crime and Punishment, Cold War conflicts and many more. What is consistent across boards is the historical skill set: causation and consequence, change and continuity, similarity and difference, significance, source analysis (provenance, content, contextual knowledge) and the evaluation of historical interpretations. The prompts in this book are written around those skills and use [period] and [topic] placeholders, so you can drop in the specific content of your option.

Always cross-reference with your own specification and use it as the definitive guide to what you will be examined on. This book is a powerful revision companion; your specification remains the final word on content.



View

Before you revise a single detail, build the big picture. The View stage uses AI to map the syllabus, find the core ideas a topic depends on, and see how everything connects — so that when you study the detail, it has somewhere to attach. Start here for any new topic.

Prompt 1: Map the Whole Option

Copy this prompt into your AI tool:

Act as an GCSE History tutor. Give me a structured overview of my entire option [period and theme, e.g. Russia 1855–1964 or Tudor England 1485–1603], grouped into its major themes (political, economic, social, cultural, religious, international) and its main chronological turning points. For each, list the key events, individuals and developments in a single line.

What this helps you practise: Seeing the whole option as one connected map before revising any single part.

How to use it well: Keep this overview somewhere visible and tick off each theme as you secure it, so you always know where a new event fits in the bigger picture.

Prompt 2: Build the Big Picture of a Topic

Copy this prompt into your AI tool:

Before I study [topic, e.g. Alexander II's reforms, or Wolsey's foreign policy] in detail, give me a one-paragraph big-picture summary: what this topic is fundamentally about, the three or four core questions historians ask about it, and how it connects to the wider chronology of my option.

What this helps you practise: Building a mental framework that later detail can attach to.

How to use it well: Read this before your textbook, not after. The framework makes the detailed reading far easier to absorb.

Prompt 3: Create a Personalised Spec Checklist

Copy this prompt into your AI tool:

Using the GCSE History specification for [your exam board] on the topic of [period and topic], produce a checklist of everything I must be able to do, written as a list of 'I can...' statements (for example, 'I can explain the political, economic and ideological causes of the 1905 Revolution and assess the relative importance of each').

What this helps you practise: Turning a vague topic into a concrete, testable list of skills.

How to use it well: Tell the AI your exact board and option. Then RAG-rate each statement (red/amber/green) so your revision targets reds first.

Prompt 4: Find the Spine of a Topic

Copy this prompt into your AI tool:

Identify the five or six absolutely central historical questions in [topic, e.g. the causes of the English Civil War] that everything else depends on. Explain in one line why each is load-bearing, and what falls apart in an essay if I don't grasp it.

What this helps you practise: Distinguishing the core debates from the peripheral narrative.

How to use it well: Master the central questions first. Once the load-bearing arguments are secure, supporting detail attaches around them.

Prompt 5: See How a Topic Connects to the Course

Copy this prompt into your AI tool:

Show me how [topic] links to other parts of my option. Give me a cross-topic map: for each connection, name the other event or theme and explain the link in one sentence (for example, the 1905 Revolution links to Stolypin's reforms, to the impact of the First World War, and to the February Revolution).

What this helps you practise: Thinking thematically and synoptically across the period.

How to use it well: Synoptic links across the chronology are heavily rewarded. Build these maps early so the connections feel natural by exam season.

Prompt 6: Prioritise by Exam Weighting

Copy this prompt into your AI tool:

Based on past GCSE History papers for [your board, this option], tell me which topics and themes appear most frequently and carry the most marks. Help me rank what to prioritise if my revision time is limited.

What this helps you practise: Spending limited time where it earns the most marks.

How to use it well: Treat this as guidance, not gospel — always cross-check against your specification. But it's a sensible way to triage when time is short.

Prompt 7: Get a Five-Minute Primer Before a Lesson

Copy this prompt into your AI tool:

I'm about to study [topic] for the first time. Give me a five-minute primer: the key vocabulary I'll meet (a few period-specific terms), the main historical question, and the three things I should be able to answer by the end of the lesson.

What this helps you practise: Priming your brain so new teaching lands on prepared ground.

How to use it well: Previewing before a lesson dramatically improves how much you take from it. The questions also tell you what to listen for.

Prompt 8: Turn Spec Points into Essay Questions

Copy this prompt into your AI tool:

Take these specification statements for [topic] and, for each one, write the kinds of essay and source questions an examiner could realistically ask, including the likely command words (to what extent, assess, how far, analyse, evaluate the interpretations) and mark allocations.

What this helps you practise: Seeing your syllabus through the examiner's eyes.

How to use it well: This converts passive content into active essay practice. Keep the questions for later in the Verify stage.

Prompt 9: Sketch a Timeline With Cause-and-Consequence Arrows

Copy this prompt into your AI tool:

Describe a timeline for [period, e.g. Germany 1918–1933] in which each event has labelled arrows showing both its causes and its consequences, including links to the wider chronology. Present this as a set of nodes for me to draw out by hand.

What this helps you practise: Organising the chronology around its causal links rather than as a flat list.

How to use it well: Draw it yourself rather than copying — arranging the arrows is where the learning happens. Make causes and consequences explicit.

Prompt 10: Set a Clear Goal for a Revision Session

Copy this prompt into your AI tool:

Help me set a specific, achievable objective for a 45-minute revision session on [topic, e.g. the impact of the Stolypin reforms]. Define exactly what I should be able to do by the end, and break it into three concrete checkpoints.

What this helps you practise: Giving each session a clear purpose instead of vague 'reading'.

How to use it well: A session with a defined endpoint is far more effective than open-ended revision. Check off the three checkpoints as you go.

E

Evaluate

You can't fix gaps you haven't found. The Evaluate stage uses AI as a diagnostic: it tests you, catches the things you only think you know, and tells you precisely where to spend your time. Honest answers here save you hours later.

Prompt 11: Whole-Topic Diagnostic with Confidence Rating

Copy this prompt into your AI tool:

You are an GCSE History examiner running a diagnostic. Write 12 short-answer questions spanning [topic], with a spread of difficulty and varied command words (state, explain, assess, evaluate). Present them and wait. I will answer each and tag my confidence as (Sure), (Unsure) or (Guess). Then mark against concise model answers, flag anything I marked (Sure) but got wrong as my most dangerous gap, flag anything I got right but marked (Guess) as not yet secure, and rank my weakest sub-topics with what to study first. Finally, give me a one-sentence summary of my top three dangerous gaps that I can paste straight into my revision tracker.

What this helps you practise: Pinpointing exactly where your understanding is weakest before you revise.

How to use it well: The confidence tags catch the gaps a normal quiz hides — the things you got right by luck and the things you were wrong but certain about.

Prompt 12: Rapid Recall Audit

Copy this prompt into your AI tool:

Give me 15 quick recall questions covering the breadth of [period or theme], one at a time, no notes allowed. At the end, sort every topic I touched into three buckets: secure, shaky, and missing.

What this helps you practise: A fast, honest snapshot of what's actually in your memory.

How to use it well: Do this closed-book and resist the urge to look anything up — the value is in the honest result, not a good score.

Prompt 13: Find My Misconceptions

Copy this prompt into your AI tool:

Ask me to explain [event or concept, e.g. why Tsarism collapsed in 1917, or the Reformation Parliament]. As I answer, probe for the specific misconceptions GCSE History students commonly hold about it (oversimplification, anachronism, confusing short-term triggers with long-term causes), and tell me clearly which ones I'm showing.

What this helps you practise: Surfacing the subtle wrong ideas that quietly cost marks.

How to use it well: Misconceptions are dangerous because they feel like knowledge. Naming yours is the first step to fixing them.

Prompt 14: Pre-Test Triage

Copy this prompt into your AI tool:

I have a test on [topic] tomorrow. Run a quick diagnostic to find out where my understanding is weakest, then tell me precisely which two or three areas to spend tonight on, and roughly how long on each.

What this helps you practise: Turning night-before panic into a focused, prioritised plan.

How to use it well: Be honest in your answers — a diagnosis based on bluffing sends you to revise the wrong things.

Prompt 15: Command-Word Diagnostic

Copy this prompt into your AI tool:

Test whether I can handle different command words on the same content. Ask me an 'explain', then an 'assess', then a 'to what extent', then an 'evaluate the interpretations' question on [topic], and tell me which command word I struggle with most.

What this helps you practise: Diagnosing exam-technique gaps, not just knowledge gaps.

How to use it well: 'To what extent' demands judgement; 'assess' demands weighed argument; 'evaluate the interpretation' demands historiographical engagement. Knowing the difference is worth a grade.

Prompt 16: Map the Gaps Across the Period

Copy this prompt into your AI tool:

Sweep across the whole of [period, e.g. Russia 1855–1964] with a broad set of questions, mixing short factual recall with longer argument-construction prompts. Output a ranked gap list — my weakest area at the top — with a one-line reason for each ranking.

What this helps you practise: Getting a period-wide picture rather than topic tunnel vision.

How to use it well: Use the ranked list to plan a week of revision, working top-down from your biggest weakness.

Prompt 17: Test Depth, Not Just Surface

Copy this prompt into your AI tool:

Ask me about [event or development, e.g. Stolypin's land reforms]. Whatever I answer, keep asking 'why' and 'how do you know' until either my understanding runs out or you're satisfied it's genuinely deep. Then tell me where it ran out.

What this helps you practise: Distinguishing real understanding from memorised narrative.

How to use it well: The point where you can no longer answer 'why' is exactly where your real revision should begin.

Prompt 18: Diagnose My Use of Evidence

Copy this prompt into your AI tool:

Quiz me on a specific topic in [period]. After my answer, mark me on the precision and aptness of the evidence I cited — was it accurate, specific (dates, names, quantities), and well chosen? Tell me which evidence in my answer was weak.

What this helps you practise: Catching the imprecise-evidence problem that quietly costs essay marks.

How to use it well: Evidence with precise dates and names earns AO1 marks. Vague evidence costs them. Aim for specificity.

Prompt 19: Diagnose My Source Skills

Copy this prompt into your AI tool:

Give me one short primary source on [topic] (you can paraphrase if needed). Ask me to evaluate it for the historian researching [question], commenting on content, provenance and my own contextual knowledge. Then tell me where my source skills are weakest.

What this helps you practise: Securing the source-evaluation marks that paper-1 or paper-2 questions reliably set.

How to use it well: Source answers reward integration of content, provenance and own knowledge. Practise treating these as one woven argument, not three separate paragraphs.

Prompt 20: Test a Linked Concept

Copy this prompt into your AI tool:

Give me a diagnostic that specifically checks whether I can connect [topic A, e.g. the Tsar's foreign policy] and [topic B, e.g. its domestic consequences], not just recall each separately. Tell me whether my weakness is in the individual topics or in linking them.

What this helps you practise: Diagnosing thematic-link weakness, a common hidden gap in essays.

How to use it well: You can know two topics well and still fail to link them across the period. This isolates which problem you actually have.

Prompt 21: Self-Explanation Check

Copy this prompt into your AI tool:

I'm going to argue [thesis, e.g. that the 1905 Revolution failed because the army stayed loyal] in my own words. Listen, then identify every gap, weak evidence point, anachronism, or missing link in my argument, in order of importance.

What this helps you practise: Forcing the gaps in your historical argument to reveal themselves.

How to use it well: Arguing out loud exposes far more than re-reading ever will. The shaky bits in your argument are your real gaps.

Prompt 22: Exam-Readiness Score

Copy this prompt into your AI tool:

Act as a tough GCSE History examiner. Ask me the hardest questions you realistically could on [topic], then rate my readiness for each sub-area on a scale of 1 to 5 and justify each score.

What this helps you practise: Getting a frank, examiner's-eye assessment of where you stand.

How to use it well: Ask it to be strict. A flattering score the week before an exam helps nobody.

Prompt 23: Confidence vs Competence Audit

Copy this prompt into your AI tool:

For [period theme, e.g. Russian political opposition], first ask me how confident I feel about each sub-area. Then test me on each. Finally, show me where my confidence and my actual performance don't match.

What this helps you practise: Exposing over-confidence, which is where careless marks are lost.

How to use it well: The mismatches matter most: areas you feel sure about but perform poorly on are where exam disasters happen.

Prompt 24: Diagnose from a Mistake

Copy this prompt into your AI tool:

Here is an essay paragraph I got marked low: [paste the paragraph and the comment]. Don't just give me the right answer — diagnose the underlying weakness in argument, evidence, or structure that caused the mark loss.

What this helps you practise: Learning from essay-paragraph weaknesses at the level of cause.

How to use it well: One weak paragraph often points to a recurring fault. Fix the fault, not just the paragraph.

Prompt 25: Weekly Diagnostic Sweep

Copy this prompt into your AI tool:

Run my weekly diagnostic across everything I've revised this week: [list topics]. Compare my performance, tell me what has improved and what is slipping, and what needs revisiting before next week.

What this helps you practise: Tracking progress and catching topics that fade over time.

How to use it well: Knowledge decays without review. A weekly sweep catches the slipping topics before they're forgotten.

L

Learn

Now fill the gaps in a way that sticks. The Learn stage uses AI to explain, analogise, roleplay, and break concepts down — and crucially to check your understanding, not just deliver information. One rule for every prompt here: when an explanation finally clicks, close the chat and reproduce it from memory, out loud or on paper, before moving on. Understanding something as you read it is not the same as being able to recall it later — the moment of 'I get it' is the cue to test yourself, not to stop.

Prompt 26: Explain with an Analogy

Copy this prompt into your AI tool:

Explain [difficult historical concept, e.g. the long-term economic causes of revolution, or the difference between absolutism and constitutionalism] using a clear everyday analogy. Then ask me to map each part of the analogy back onto the real history to check I've understood, not just enjoyed the story.

What this helps you practise: Grasping an abstract concept by anchoring it to something familiar.

How to use it well: Always map the analogy back to the history — an analogy you can't translate is entertainment, not understanding.

Prompt 27: Use the Feynman Technique

Copy this prompt into your AI tool:

I'm going to explain [topic, e.g. why Henry VIII broke with Rome] as simply as if I were teaching a younger sibling who has never studied this. Listen, then point out exactly where I used jargon to paper over a gap, where my logic broke, and where I oversimplified to the point of being wrong.

What this helps you practise: Achieving genuine understanding by teaching it plainly.

How to use it well: If you can't explain it simply, you don't fully understand it. The jargon you reach for marks the gaps.

Prompt 28: Roleplay a Historical Figure

Copy this prompt into your AI tool:

Roleplay as [figure, e.g. Lenin in October 1917, or Cardinal Wolsey at the height of his power]. Narrate the decisions they faced and the reasoning behind their choices, and quiz me on the events and the historians' interpretations as we go.

What this helps you practise: Making the perspective of a historical decision-maker vivid and memorable.

How to use it well: Inhabiting the perspective forces you to grasp the contemporary constraints — the antidote to anachronism.

Prompt 29: Build a Mnemonic

Copy this prompt into your AI tool:

Help me create a memorable mnemonic for [list, e.g. the causes of the Wars of the Roses, or the steps in Hitler's consolidation of power 1933–34]. Then test me on whether I can reconstruct the full list from the mnemonic.

What this helps you practise: Locking ordered or grouped lists into long-term memory.

How to use it well: Make the mnemonic slightly absurd or personal — odd associations are easier to recall than bland ones.

Prompt 30: Walk Me Through a Source, Then Blank It Out

Copy this prompt into your AI tool:

Walk me through analysing [type of source, e.g. a speech by Trotsky] step by step — content, provenance, context, and the inference for a historian. Then give me a similar source with the steps blanked out for me to fill in.

What this helps you practise: Moving from guided source analysis to independent execution.

How to use it well: The blank-it-out step is the learning. Don't skip it because the walkthrough felt clear — clear isn't the same as learned.

Prompt 31: Compare and Contrast Two Figures or Events

Copy this prompt into your AI tool:

Build a comparison table for [X vs Y, e.g. Alexander II vs Alexander III, or Henry VII vs Henry VIII]. Include the points GCSE examiners care about: aims, methods, successes, failures, and historians' assessments. Then quiz me specifically on the differences.

What this helps you practise: Sharpening the comparative skill that examinations directly reward.

How to use it well: Confusable pairs are exam favourites. Knowing the differences cold is worth more than knowing each in isolation.

Prompt 32: Teach the Hard Bit Three Ways

Copy this prompt into your AI tool:

Explain [tricky concept, e.g. why the Tsarist regime survived 1905 but not 1917] to me in three completely different ways — a definition-led way, an analogy, and a worked example. Then ask me which made it click and test that understanding.

What this helps you practise: Finding the explanation that actually works for you.

How to use it well: Different concepts yield to different explanations. Keep the version that clicks and use it as your anchor.

Prompt 33: Ground the Abstract in the Concrete

Copy this prompt into your AI tool:

Take this abstract idea — [e.g. 'totalitarianism', 'enlightened despotism', 'bourgeois revolution'] — and give me two concrete, specific historical examples (with dates and figures), then ask me to generate a third myself.

What this helps you practise: Connecting concepts to the real examples exams demand.

How to use it well: Generating your own example is the test of understanding. If you can produce a new case, you've got the concept.

Prompt 34: Draw a Causal Diagram from Memory

Copy this prompt into your AI tool:

Guide me to draw a labelled causal diagram of [topic, e.g. the causes of the First World War] from memory, with long-term, medium-term and short-term causes connected by arrows showing how they interact. Then tell me what I missed.

What this helps you practise: Building the multi-tiered causal understanding that essay questions reward.

How to use it well: Causal diagrams force you to distinguish long-term from short-term causes — the very distinction essays examine.

Prompt 35: Why Does It Happen That Way?

Copy this prompt into your AI tool:

Don't just tell me what happened in [event, e.g. the February Revolution] — explain why it happened in that particular sequence. For each stage, give the underlying motivation of the actors, so I understand the causal logic rather than memorising a chronology.

What this helps you practise: Replacing rote chronology with causal understanding.

How to use it well: Understanding the 'why' lets you adapt to unfamiliar questions on the same period.

Prompt 36: Unpack a Definition Word by Word

Copy this prompt into your AI tool:

Take this precise GCSE historical definition — [e.g. of revolution, of totalitarianism, of nationalism] — and unpack it word by word, explaining why each term is in there and what would be wrong if it were left out.

What this helps you practise: Mastering the conceptual precision examiners require.

How to use it well: GCSE definitions are precise for a reason. Knowing why each word matters helps you reproduce them exactly.

Prompt 37: Link Event to Historiography

Copy this prompt into your AI tool:

For [event, e.g. Stolypin's reforms], identify three historians who have advanced rival interpretations. Summarise each interpretation in one sentence and tell me which evidence each draws on. Then test me on naming and contrasting the interpretations.

What this helps you practise: Building the historiography you need for the highest essay marks.

How to use it well: Named historians and their interpretations lift essays into Level 5. Memorise three or four per topic that you can deploy confidently.

Prompt 38: Interleave Two Confusable Topics

Copy this prompt into your AI tool:

Alternate between explaining and quizzing me on [topic A, e.g. the 1905 Revolution] and [topic B, e.g. the 1917 February Revolution], which I keep mixing up. Deliberately switch between them so I have to tell them apart each time.

What this helps you practise: Building the discrimination to keep similar topics separate.

How to use it well: Interleaving feels harder than studying one topic at a time, but it's exactly that difficulty that stops you confusing them.

Prompt 39: Turn My Notes into Argument

Copy this prompt into your AI tool:

Here are my notes on [topic]: [paste]. Turn them into a clear causal argument structured around a thesis, and point out anything I've written down as a fact without actually understanding its significance.

What this helps you practise: Converting copied notes into genuine argument material.

How to use it well: Notes are not arguments. This step exposes the lines you've recorded but couldn't deploy in an essay.

Prompt 40: Explore the Counterfactual

Copy this prompt into your AI tool:

For [event, e.g. the abdication of Tsar Nicholas II], walk through a plausible counterfactual: what might have happened if the event had not occurred, or if a key actor had decided differently? Use the counterfactual to test whether I really understand the causal weight of the event.

What this helps you practise: Deepening understanding by examining what didn't happen.

How to use it well: Counterfactuals are a historian's stress-test. Asking 'what if not?' often reveals which factors were truly decisive.

Prompt 41: Build Precise Period Vocabulary

Copy this prompt into your AI tool:

Generate the key technical terms for [period, e.g. early-modern England — purveyance, prerogative courts, recusancy, attainder], each with a precise GCSE definition and a sentence showing correct use in a historical context. Then test me by giving definitions and asking for the term, and vice versa.

What this helps you practise: Building the exact period vocabulary that lifts essays.

How to use it well: Period-specific vocabulary is a tell of an A* candidate. Drill the technical terms of your period until they're automatic.

Prompt 42: Explain the Shape of a Trend Graph

Copy this prompt into your AI tool:

Talk me through interpreting [a trend graph, e.g. Russian industrial output 1900–1914, or German unemployment 1928–1933]. Explain the historical causes for the shape of each section, then give me a blank version to annotate myself.

What this helps you practise: Connecting quantitative evidence to historical causation.

How to use it well: Examiners reward quantitative evidence used as part of causal argument. Always tie the shape of the graph to historical events.

Prompt 43: Make a Causal Chain into a Story

Copy this prompt into your AI tool:

Turn [causal chain, e.g. the decline of the Liberal government 1908–1918] into a short, vivid story with a clear sequence of cause-and-effect, then quiz me on the order and the most important link.

What this helps you practise: Using narrative structure to remember multi-step causal chains.

How to use it well: Causal chains are easier to recall as a story than as a list. Make the cause-and-effect chain the plot.

V

Verify

Familiar is not the same as known. The Verify stage uses AI as an examiner: it asks exam-style questions, marks you against realistic mark schemes, and shows you exactly where marks are won and lost. This is the heart of the method, so this is the longest chapter.

Prompt 44: Examiner Marking Against a Mark Scheme

Copy this prompt into your AI tool:

Act as a senior GCSE History examiner. Give me one 9-mark extended-writing question on [topic]. After I answer, mark it against a realistic level-based mark scheme: focus on argument, evidence, judgement and (where required) historiography. Tell me the level, mark, and the single most valuable improvement.

What this helps you practise: Practising extended essays and learning how level-marked answers are awarded.

How to use it well: Level-mark schemes value sustained argument, precise evidence, and a clear judgement throughout. Note where your essay slips below those criteria.

Prompt 45: Closed-Book Retrieval Quiz

Copy this prompt into your AI tool:

Quiz me on [topic] with ten questions, one at a time, no notes allowed. Don't give me the answer until I've committed to mine, then tell me if I'm right and correct any error precisely.

What this helps you practise: Strengthening memory through the act of retrieval itself.

How to use it well: Retrieval, not re-reading, is what builds durable memory. Commit to an answer before checking — the effort is the point.

Prompt 46: Drill the Argument-and-Evidence Paragraph

Copy this prompt into your AI tool:

Give me an essay question on [topic] and ask me to write one PEEL paragraph — point, evidence, explanation, link to the thesis. Mark me specifically on whether the evidence is precise and whether the explanation links the point back to the overall argument.

What this helps you practise: Building the disciplined essay paragraph structure GCSE History demands.

How to use it well: Every paragraph should explicitly serve the thesis. If a paragraph could be deleted without weakening the argument, it isn't earning its place.

Prompt 47: Find the Missing Evidence

Copy this prompt into your AI tool:

Write a model answer to a 9-mark extended-writing question on [topic], then remove two of the strongest pieces of supporting evidence and present it to me. Ask me to identify exactly which two are missing.

What this helps you practise: Training your eye to see what a top-mark essay relies on.

How to use it well: Learning to spot what's missing from a good essay is how you stop leaving evidence on the table in your own.

Prompt 48: Demand Precise Dates and Names

Copy this prompt into your AI tool:

Test me on the chronology and key figures of [topic]. Accept only answers that are precise — if I'm vague or miss a date or name, tell me exactly which detail would have earned the mark.

What this helps you practise: Producing the precision that AO1 marks require.

How to use it well: Vague dates and missing names cost AO1 marks. Train precision until each event has its date and each policy its author.

Prompt 49: Mark a Source-Analysis Answer

Copy this prompt into your AI tool:

Give me a primary source on [topic] (you can paraphrase it). Ask me to evaluate it for a specified inquiry, using content, provenance, and contextual knowledge. Mark me as an examiner would — am I weighing content and provenance together, or just listing them?

What this helps you practise: Producing source-analysis answers that earn every available mark.

How to use it well: Top marks come from integrating content, provenance and own knowledge into a single weighed judgement, not listing them as three boxes.

Prompt 50: Mark an Interpretation Answer

Copy this prompt into your AI tool:

Give me two short historian interpretations of [topic]. Ask me to evaluate them, comparing their arguments, the evidence they draw on, and the assumptions they make. Mark me as an examiner would.

What this helps you practise: Practising the historiographical evaluation that paper-2 or paper-3 questions test.

How to use it well: Interpretation questions reward engagement with the argument, not just summary. Always say what each historian emphasises and why.

Prompt 51: Application Question, Marked

Copy this prompt into your AI tool:

Give me an essay question that places [topic] in a less familiar framing (for example, asking me to assess a debate I haven't met phrased in those terms). After I answer, mark whether I correctly applied my knowledge to the new framing rather than just restating what I memorised.

What this helps you practise: Practising the application skill that distinguishes strong candidates.

How to use it well: Application marks come from adapting your knowledge to the question, not from imposing a prepared answer on it.

Prompt 52: Structure a 25-Marker

Copy this prompt into your AI tool:

Give me a 9-mark extended-writing question on [topic]. Before marking content, assess the structure of my essay: a clear thesis in the introduction, paragraphs each tied to the thesis, integrated evidence, sustained judgement, and a conclusion that returns to the question.

What this helps you practise: Structuring long essays so every level mark is reachable.

How to use it well: Examiners can only award marks they can find. A clear structure tells them immediately which level you've reached.

Prompt 53: Check a Causation Argument

Copy this prompt into your AI tool:

Give me a 25-mark causation question on [topic]. Mark me on whether I weighed multiple causes against each other, distinguished long-term from short-term causes, and reached a clear judgement on the most important.

What this helps you practise: Building the relative-weighting causation skill that questions explicitly test.

How to use it well: Causation essays reward weighed comparison. Avoid listing causes — rank them, link them, and argue which mattered most.

Prompt 54: Synoptic Retrieval Challenge

Copy this prompt into your AI tool:

Ask me a question that requires me to pull together knowledge from at least three different parts of [period] to answer fully — for example, a question on change and continuity across the period. Mark me on the breadth and the quality of the links I make.

What this helps you practise: Retrieving and connecting across the period under question pressure.

How to use it well: Synoptic questions reward range. Practise reaching deliberately across the chronology for relevant points.

Prompt 55: Same Topic, Different Command Words

Copy this prompt into your AI tool:

Ask me three questions on [topic] using three different command words — for example 'to what extent', 'assess' and 'how far'. Mark each against what that command word requires, and tell me which I handle worst.

What this helps you practise: Matching your answer to what each command word actually demands.

How to use it well: Different commands want different argumentative shapes. Knowing the difference protects you from one-size-fits-all answers.

Prompt 56: Drill the Counter-Argument

Copy this prompt into your AI tool:

Give me an essay question on [topic] and mark me specifically on whether I included a substantial counter-argument — properly developed, not waved away in a sentence — and whether I returned to my thesis after addressing it.

What this helps you practise: Building the engagement with the other side that top-band essays require.

How to use it well: An essay with no counter-argument is one-sided. Always concede the strongest point against you, then explain why your case still holds.

Prompt 57: Spring the Common Error Trap

Copy this prompt into your AI tool:

Ask me questions on [topic] designed around the errors GCSE History students most commonly make (for example, anachronistic judgement, confusing decades, conflating two leaders, or attributing later motives to earlier actors). Catch me if I fall for one and explain the correct version.

What this helps you practise: Inoculating yourself against the classic, predictable mistakes.

How to use it well: Examiners know the common errors and test for them. Knowing yours in advance is half the battle.

Prompt 58: Rapid-Fire Dates and Names

Copy this prompt into your AI tool:

Fire 15 dates, figures and events from [period] at me, one at a time, and ask me to give the precise context for each as fast as I can. Then list the ones I got wrong or vague for me to drill again.

What this helps you practise: Making chronological detail fast and automatic.

How to use it well: Speed matters — in the exam you want dates and figures to come instantly so your thinking time goes on argument.

Prompt 59: Predict the Mark Scheme

Copy this prompt into your AI tool:

Show me a past-paper-style question on [topic]. Before answering, I'll predict where the level boundaries fall and what evidence the top level expects. Then reveal a realistic mark scheme and tell me how accurate my prediction was.

What this helps you practise: Learning to think like the examiner who wrote the mark scheme.

How to use it well: If you can predict the mark scheme, you can target your essay at the top level. This builds that examiner's instinct.

Prompt 60: Verify a Quotation from Memory

Copy this prompt into your AI tool:

Ask me to reproduce key short historian quotations and primary sources I should know on [topic], from memory. Then critique my recall and tell me which I should drill more.

What this helps you practise: Building a small bank of accurate, memorisable evidence to deploy.

How to use it well: A few short, well-chosen quotations strengthen any essay. Memorise three or four per topic — never invent.

Prompt 61: Drill 'Sustained Judgement' Across the Essay

Copy this prompt into your AI tool:

Give me a 9-mark extended-writing question on [topic] and mark me specifically on whether I made a clear judgement in the introduction AND restated it (in slightly different form) in every paragraph and the conclusion.

What this helps you practise: Practising sustained judgement, the AO marker that decides between Level 4 and Level 5.

How to use it well: Top essays signal their judgement in every paragraph, not just the conclusion. Always end each paragraph by returning to your thesis.

Prompt 62: Practise a 'Compare' Question

Copy this prompt into your AI tool:

Give me a 'compare' question on [X and Y, e.g. two rulers of the same period]. Mark me on whether I made genuine comparative statements (linking the two) rather than describing each separately, which scores poorly.

What this helps you practise: Writing true comparisons rather than parallel descriptions.

How to use it well: A real comparison uses linking words — 'whereas', 'in contrast', 'both'. Two separate descriptions side by side rarely earn the comparison marks.

Prompt 63: Practise an 'Evaluate the Interpretation' Question

Copy this prompt into your AI tool:

Give me a short historian interpretation of [topic] and ask me to evaluate it. Mark me on whether I engaged with the argument's strengths and weaknesses, used contextual evidence to support and challenge it, and reached a judgement on its overall persuasiveness.

What this helps you practise: Building the interpretation-evaluation skill that paper-2/3 questions test.

How to use it well: Don't paraphrase the historian — engage with them. Always argue why their argument works in some places and fails in others.

Prompt 64: Practise a 'How Significant' Question

Copy this prompt into your AI tool:

Give me a 'how significant' question on [event or factor]. Mark me on whether I defined significance, applied a consistent criterion across the essay, and reached a justified judgement on relative significance.

What this helps you practise: Building the significance-judgement skill examiners specifically reward.

How to use it well: Significance is judged against a criterion (impact, novelty, duration). State your criterion and apply it throughout.

Prompt 65: Climb the Knowledge-Argument-Judgement Ladder

Copy this prompt into your AI tool:

On [single concept, e.g. a single reform], ask me first to describe the facts, then to advance an argument about its impact, then to reach a judgement. Mark each rung separately so I can see where my answer stops being strong.

What this helps you practise: Seeing exactly where your essay shifts from solid to shaky.

How to use it well: The rung where your answer weakens shows the boundary of your real understanding — revise from there.

Prompt 66: Mark My Real Essay

Copy this prompt into your AI tool:

Here is my essay on [question]: [paste]. Mark it strictly to grade 9 standard against a realistic level-mark scheme, tell me the level and mark, and rewrite one paragraph of mine to show what top-mark phrasing looks like.

What this helps you practise: Getting precise, personalised feedback on your actual writing.

How to use it well: The rewritten paragraph is a model to imitate. Compare it with yours to see exactly what 'top mark' phrasing adds.

Prompt 67: Fill a Retrieval Grid

Copy this prompt into your AI tool:

Create a retrieval grid for [topic]: a set of prompts or blank cells covering the key dates, figures, evidence and historians, which I'll fill in entirely from memory. Then check my grid and highlight the gaps.

What this helps you practise: Wide-coverage recall practice in one efficient exercise.

How to use it well: Retrieval grids cover a lot of ground fast. Redo the gaps a day later to confirm they've stuck.

Prompt 68: Simulate a Timed Essay

Copy this prompt into your AI tool:

Give me a single GCSE History essay question on [topic] with realistic exam timing (typically around 15–20 minutes for a 9-marker). I'll answer under that time pressure, then you mark it.

What this helps you practise: Practising essay-writing accurately at exam pace.

How to use it well: Essays unfinished score nothing for what wasn't written. Practise to the clock so timing never surprises you.

Prompt 69: Sit a Mini Past-Paper Set

Copy this prompt into your AI tool:

Give me a short set of three exam-style questions covering the breadth of [paper], mixing source/interpretation analysis and an extended essay. Mark the whole set and summarise my strongest and weakest question types.

What this helps you practise: Rehearsing the mixed demands of a real exam paper.

How to use it well: Mixed sets reveal which question types you fear. Drill the weakest type specifically afterwards.

Prompt 70: Catch the AI's Deliberate Error

Copy this prompt into your AI tool:

Answer this question yourself: [question, e.g. discuss the reasons for the failure of the 1905 Revolution]. Include exactly one subtle but real factual error — for example, wrong date, mis-attributed quotation, wrong leader's name — and challenge me to find and correct it. Tell me if I got it, then explain the error and why it would have been easy to miss — so I learn the spotting pattern, not just the specific instance.

What this helps you practise: Building the critical eye to spot when AI (or you) is wrong about history.

How to use it well: AI is notorious for inventing quotations and dates. Practising spotting errors protects you from absorbing them.

Prompt 71: Mixed Whole-Paper Retrieval

Copy this prompt into your AI tool:

Quiz me with 12 questions drawn from across everything in [period] I've named: [list topics]. Mix topics and skills randomly, as the papers do, and at the end tell me which topics I'm weakest on overall.

What this helps you practise: Retrieving under the topic-switching conditions of a real exam.

How to use it well: Random topic order is harder than block revision — and exactly what the exam does. Train for it.

E

Explore

Top grades come from thinking, not just knowing. The Explore stage uses AI to push you into application, analysis, unseen data, and synoptic links across the course — the level that separates good answers from excellent ones.

Prompt 72: Tackle an Unseen Source

Copy this prompt into your AI tool:

Give me a novel primary source on [topic] that I won't have seen before (you may invent a plausible-sounding paraphrase but mark it clearly as illustrative). Ask me to analyse it as I would in the exam — content, provenance, contextual knowledge — and tell me how well I handled the unfamiliarity.

What this helps you practise: Applying source-analysis skills to genuinely new evidence, as top questions demand.

How to use it well: The hardest source marks come from unfamiliar evidence. Practise extracting argument and bias from any extract.

Prompt 73: Build a Synoptic Chain

Copy this prompt into your AI tool:

Challenge me to connect at least three different parts of [period] into a single argument about [theme, e.g. change and continuity in religion 1485–1603, or the role of war in regime change in Russia]. Push me to make each link explicit.

What this helps you practise: Constructing the extended, cross-period reasoning that earns top grades.

How to use it well: Top candidates connect across the period. Practise building chains that bridge the chronology, not just within one decade.

Prompt 74: Apply a Concept to a New Period

Copy this prompt into your AI tool:

Take [concept, e.g. 'revolutionary situation', or 'religious settlement'] and give me an event or decade I won't have studied in detail where I have to apply it. Then judge whether I applied it correctly.

What this helps you practise: Transferring a concept beyond the example you learned it with.

How to use it well: Real understanding is shown by transfer. If you can only use a concept in its original example, you don't fully own it yet.

Prompt 75: Critique a Historian's Argument

Copy this prompt into your AI tool:

Describe a historian's interpretation of [topic]. Ask me to identify the argument's strengths and weaknesses — what evidence does it rely on, what does it ignore, where might it be biased, who challenges it? Then evaluate my critique.

What this helps you practise: Building the historiographical-evaluation skill examiners reward heavily.

How to use it well: Critiquing a historian's argument is a Level-5 skill. Always engage with the evidence, the silences, and the rival voice.

Prompt 76: Predict and Justify

Copy this prompt into your AI tool:

Set me a counterfactual scenario about [topic] — for example, what if Lenin had died before October 1917 — and ask me to predict the likely course of events, then justify my prediction with the historical evidence. Tell me whether my reasoning, not just my prediction, was sound.

What this helps you practise: Reasoning forward from evidence to plausible counterfactual outcomes.

How to use it well: Counterfactual reasoning is a stress-test for your causal argument. Always ground predictions in what actors actually believed and could do.

Prompt 77: Investigate an Open Historical Question

Copy this prompt into your AI tool:

Pose me a genuinely open historical question related to [topic, e.g. 'was the First World War the principal cause of the collapse of Tsarism?'] — one where you explore possibilities with me rather than giving a single answer — and challenge my reasoning at each step.

What this helps you practise: Practising the exploratory thinking behind the hardest essays.

How to use it well: Sit with open questions rather than rushing to one answer. The ability to reason through uncertainty is what top-band essays show.

Prompt 78: Connect to a Wider Historiographical Debate

Copy this prompt into your AI tool:

Link [topic] to a wider historiographical debate — for instance the optimist/pessimist debate on the industrial revolution, or the structuralist/intentionalist debate on Nazi Germany — and ask me application questions that use that context.

What this helps you practise: Seeing how textbook history sits within wider scholarly debates.

How to use it well: Naming a historiographical debate and placing your topic within it is a marker of an A* candidate.

Prompt 79: Compare Two Historians

Copy this prompt into your AI tool:

Pick two historians whose work touches [topic] and ask me to compare their interpretations. Mark me on the depth of comparison, the use of evidence, and whether I reached a judgement on their relative persuasiveness.

What this helps you practise: Building the comparative-historiography skill that cross-topic questions reward.

How to use it well: Always link the comparison back to the evidence. Comparison without evidence is just summary.

Prompt 80: Interpret a Map or Image

Copy this prompt into your AI tool:

Describe (in words) an unfamiliar historical map or image related to [topic] — for example, a propaganda poster, a casualty map, or a population-density chart. Ask me to interpret it as evidence, then tell me what I read well and what I missed.

What this helps you practise: Reading non-textual evidence using underlying historical knowledge.

How to use it well: Visual sources test whether you can extract argument from any evidence. Always start with what's depicted, then who made it, then for whom.

Prompt 81: Reason Across the Period

Copy this prompt into your AI tool:

Ask me a question that requires me to reason across decades within [period] for [topic]. Judge whether I kept the chain of cause and consequence intact across the chronology.

What this helps you practise: Building the long-arc reasoning that cross-topic questions demand.

How to use it well: Keeping a causal chain coherent across decades is a high-level skill. Practise it deliberately.

Prompt 82: Design a Research Inquiry

Copy this prompt into your AI tool:

Ask me to design how I would investigate a historical question on [topic] — for example, the standard of living of Russian peasants in the 1890s. Require me to state the sources I'd seek, their limits, and how I'd weigh them. Then critique my design.

What this helps you practise: Building the historian's mindset that lifts evaluation to Level 5.

How to use it well: Designing the inquiry forces you to think about what evidence would actually settle a question.

Prompt 83: Challenge My Argument

Copy this prompt into your AI tool:

I'll advance an argument about [topic, e.g. that the Tsar's personal weakness was the main cause of 1917]. Your job is to challenge it — find the missing evidence, the better counter-argument, or the alternative interpretation — and push me to defend or revise my position.

What this helps you practise: Strengthening arguments by stress-testing them.

How to use it well: Having your argument challenged is uncomfortable and valuable. A thesis that survives scrutiny is one you can defend in the exam.

Prompt 84: Choose the Right Framework

Copy this prompt into your AI tool:

Give me a question on [topic] and a set of possible analytical frameworks (long-term/short-term causation, change and continuity, comparison across reigns, significance over time). Ask me which is most appropriate and to justify the choice, then tell me if I'm right and why.

What this helps you practise: Applying analytical judgement to choose the framework that fits the question.

How to use it well: The right framework signals to the examiner that you've understood the question. Always say which framework you're using and why.

Prompt 85: Debate an Ethical or Evaluative Issue

Copy this prompt into your AI tool:

Set me an evaluative question on a contested area in [period] — for example, the morality of collectivisation, or the responsibility of ordinary Germans for Nazi crimes. Mark me on whether I presented a balanced argument with evidence on both sides and a justified conclusion, without anachronism.

What this helps you practise: Building the balanced, evidence-based judgement evaluative questions need.

How to use it well: Evaluative questions want both sides and a reasoned verdict. Avoid anachronism — judge actors by the options realistically available to them.

Prompt 86: Solve a Novel Synoptic Problem

Copy this prompt into your AI tool:

Give me an essay question on [topic] that I can only answer well by combining knowledge of two separate strands of the period — for example, religion and politics, or economy and foreign policy. Don't tell me which strands — let me work it out, then review my approach.

What this helps you practise: Combining strands to solve unfamiliar essays, the mark of mastery.

How to use it well: The hardest essays hide which knowledge to combine. Practising 'which strands does this question call on?' is itself a skill.

Prompt 87: Apply Synoptic Thinking to a Single Figure

Copy this prompt into your AI tool:

Pick a single historical figure — for example Stalin, Henry VIII, or Bismarck — and ask me to analyse them synoptically across [period]: domestic policy, foreign policy, economic policy, religious policy, legacy. Mark how well I integrated the different strands.

What this helps you practise: Integrating multiple topics around a single major figure.

How to use it well: Figures are natural cross-topic hooks. Tracing one across the period rehearses exactly the linkage examiners reward.

Prompt 88: Run a Historian's Source Audit

Copy this prompt into your AI tool:

Give me a historical question on [topic] and ask me to identify the kinds of sources a historian would seek to answer it, the silences in the evidence, and the limitations each source has. Then critique my audit.

What this helps you practise: Building the historiographical-method awareness that paper-3 questions reward.

How to use it well: Source-audit thinking shows you understand how history is made, not just learned. State each source's value and limit explicitly.

T

Transform

Learning that isn't reviewed is learning that fades. The Transform stage uses AI to help you reflect on how you studied, log your mistakes, plan your next session, and schedule spaced reviews — turning effort today into memory that lasts to the exam.

Prompt 89: Review the Session

Copy this prompt into your AI tool:

Summarise what I worked on in this session on [topic]. Tell me what now looks secure, what's still shaky, and what I should revisit — and schedule reviews at widening intervals (1 day, 3 days, 7 days, 14 days) — this is the rhythm the cognitive-science research on spacing shows beats forgetting.

What this helps you practise: Consolidating a session and planning the right review timing.

How to use it well: Ending each session with a review-and-schedule step is what turns effort into lasting memory.

Prompt 90: Build a Spaced-Repetition Schedule

Copy this prompt into your AI tool:

Help me build a spaced-repetition schedule for [topic or period] running up to my exam on [date]. Space the reviews so I revisit each topic at widening intervals, and tell me what to do on each review day (chronology Monday, evidence Tuesday, historiography Wednesday).

What this helps you practise: Scheduling reviews at the intervals that beat forgetting.

How to use it well: Spacing is one of the most powerful study principles there is. A schedule removes the guesswork and the cramming.

Prompt 91: Build an Error Log

Copy this prompt into your AI tool:

Help me set up an error log for GCSE History. Give me a simple structure to record each mistake (question, my answer, the correct argument, the cause: vague evidence, missing counter-argument, no judgement, anachronism). Then take this mistake I just made — [describe it] — and show me how to log it.

What this helps you practise: Turning mistakes into a targeted, personal revision resource.

How to use it well: Your errors are the most efficient thing you can revise. A good log makes sure you actually learn from each one.

Prompt 92: Plan Tomorrow from Today's Gaps

Copy this prompt into your AI tool:

Based on the gaps we found in today's session — [list them] — build me a focused plan for tomorrow's revision: what to do, in what order, and how long on each, with the biggest weakness first.

What this helps you practise: Converting today's diagnosis directly into tomorrow's action.

How to use it well: A plan built from real diagnosed gaps beats a generic timetable every time. Let the evidence drive the plan.

Prompt 93: Run a Metacognitive Check

Copy this prompt into your AI tool:

Ask me reflective questions about how I just studied [topic]: did I write timed essays, did I memorise specific evidence, did I rehearse counter-arguments, or did I just re-read notes? Then suggest one change to my method.

What this helps you practise: Becoming aware of, and improving, how you study.

How to use it well: Studying smarter starts with noticing how you study now. One honest change per week compounds quickly.

Prompt 94: Set Up a Progress Tracker

Copy this prompt into your AI tool:

Help me create a simple progress tracker for GCSE History: a list of all my topics within [period] with a confidence rating for each that I can update over time. Suggest how often to revisit and update it.

What this helps you practise: Keeping a clear, evolving picture of where you stand.

How to use it well: A tracker stops you over-revising comfortable topics and neglecting weak ones. Update it honestly after each session.

Prompt 95: Find My Recurring Mistakes

Copy this prompt into your AI tool:

Here are several mistakes I've made recently: [paste or describe them]. Look for the pattern — is there a recurring type of error (vague evidence, missing judgement, paragraph drift, anachronism) — that I keep repeating?

What this helps you practise: Spotting the systematic weakness behind scattered errors.

How to use it well: Individual mistakes are noise; the pattern is signal. Fixing one recurring flaw can lift marks across many essays.

Prompt 96: Plan a Timetable to the Exam

Copy this prompt into your AI tool:

Work backwards from my exam date [date] to build a realistic GCSE History revision timetable across all my topics in [period]: [list]. Build in review days, weak-topic time, historiography consolidation, and full timed past-paper practice near the end.

What this helps you practise: Turning a daunting syllabus into a paced, finishable plan.

How to use it well: Working back from the exam date keeps the plan realistic. Protect the review and past-paper days — don't let content crowd them out.

Prompt 97: Analyse a Mock Paper

Copy this prompt into your AI tool:

Here are my results and the questions I dropped marks on in a recent mock: [paste]. Help me analyse it: which skill (knowledge, argument, evidence, judgement, historiography) cost me the most marks, and what I should prioritise as a result.

What this helps you practise: Mining a mock for everything it can tell you, skill by skill.

How to use it well: Tracking marks by skill shows whether to revise content, structure, evidence, or historiography.

Prompt 98: Turn Weaknesses into a To-Do List

Copy this prompt into your AI tool:

Take everything we've identified as weak across my recent sessions — [summarise] — and turn it into a concrete, prioritised to-do list of specific revision actions, not vague intentions (for example: 'write three timed 25-mark essays on the causes of 1917 and log evidence-precision faults').

What this helps you practise: Converting fuzzy weaknesses into clear next actions.

How to use it well: 'Revise Russia' is vague; 'write three timed essays and log evidence faults' is an action. Make every item doable.

Prompt 99: Build a Historiography Bank

Copy this prompt into your AI tool:

Help me build and maintain a historiography bank for [period]: a set of named historians with their one-line interpretations and the topics they apply to. Test me on retrieving them under exam-style prompts.

What this helps you practise: Building the historiography bank that top essays rely on.

How to use it well: Three or four well-chosen historians per topic, used confidently and accurately, distinguishes a Level-5 essay.

Prompt 100: Consolidate the Week

Copy this prompt into your AI tool:

It's the end of my study week. I covered [list topics]. Run a consolidation: a quick mixed quiz across all of them, a note of what improved and what's slipping, and a plan for what next week should prioritise.

What this helps you practise: Closing each week with review, reflection, and re-planning.

How to use it well: A weekly consolidation stops topics quietly fading and keeps your plan responsive to how you're actually progressing.

Final Closing Note

You have now worked through 100 prompts designed to help you think more clearly, revise more effectively, and prepare more confidently for your GCSE History exams.

Remember: the goal was never to rely on AI for answers. It was to use AI as a tool to test, challenge, and strengthen your own understanding. The strongest students are not those who avoid difficulty, but those who engage with it deliberately. Each gap you found, each explanation you improved, and each mistake you corrected has strengthened your thinking.

As you continue, aim to depend less on the prompts and more on your own judgement. AI can support you — but your reasoning, clarity, and persistence are what earn the marks.

Approach your exams calmly. Think carefully. Write clearly. You are more prepared than you think.

Using AI Beyond This Book

The prompts in this book are starting points, not final forms. As you grow more confident, begin to modify them:

- Add constraints, for example “limit your answer to three key points”.
- Increase the difficulty gradually as you improve.
- Ask the AI to challenge your reasoning rather than agree with it.
- Request alternative explanations when the first doesn't click.
- Ask it to critique your thinking instead of handing you the answer.

The most powerful use of AI is not asking it to tell you things — it is asking it to test and refine your thinking. Treat AI as a tutor, not a shortcut. The skill of asking better questions will keep mattering long after these exams are over.

About the Velvet Method

The Velvet Method is a study system built by teachers who believe that AI, used well, can give every student the kind of personalised support that was once the preserve of expensive private tutoring.

Our resources are designed around cognitive science — retrieval practice, spaced repetition, schema-building, and metacognition — and around a single principle: AI should strengthen a student's thinking, never replace it.

Explore the full series of subject guides, free revision games and tools, and the Velvet Method course at aistudymethod.co.uk.

The Velvet Method Series

The 100 AI Prompts series supports students across GCSE, A-Level and IB DP. Every title is free to download.

GCSE

- English Language
- English Literature
- Mathematics
- Physics
- Biology
- Chemistry
- Geography
- History
- Computer Science
- Economics
- Business Studies
- Religious Studies
- Psychology
- French
- Spanish
- German

A-Level

- Mathematics
- Further Mathematics
- Physics
- Chemistry
- Biology
- Economics
- History
- Geography
- English Literature
- Psychology
- Computer Science
- Politics
- Business

IB DP

- Mathematics: Analysis & Approaches
- Mathematics: Applications & Interpretation
- Physics
- Chemistry
- Biology
- Economics
- Geography
- History
- English A: Literature
- English A: Language & Literature

- Psychology
- Business Management
- Computer Science

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