of leaves, texture of wood, etc. Additionally, they would also remember rocks and solids shape and forms, etc. However, many theories and principles learnt in class theoretically and not experienced could be easily forgotten either in a couple of days or weeks. Therefore, we principally consider outdoor experiences, especially in science learning, as a very important ‘tool’ that could be used after science theoretical explanations to complement them or to show little evidence about what taught in class. The advantages are palpable and hence that we do consider that taking children out of the class and experience things will not only improve children’s knowledge but also it will contribute to their science concepts understanding in a better way.

To conclude, teaching science in an outdoor environment is very useful as it can help teachers to improve children’s understanding of science concepts and children can internalise concepts in a different way whether it is in contexts such as the school garden or other places such as museums, etc. This article has outlined the influence of outdoor science teaching, learning, understanding and internalisation of concepts through experience itself and it has given a few remarks intending science CLIL teachers to make the most of the many and varied opportunities that there are for children to enrich and complement the out of the school learning of science.

Bibliografía