

Movement: The moving body

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, pp.22–23).

Year 7	Year 8
Knowledge The facts, concepts, principles, and theories to teach	
7K1 The intensity and duration of movement influence how hard the body works, with higher intensity activities requiring quicker energy supply, and longer duration activities requiring a sustained energy supply over time.	8K1 Regular repeated movement experiences lead to bodily changes (physiological adaptation) where the heart and lungs become more efficient at delivering oxygen to the body during activity.
7K2 The speed of the movement impacts accuracy, control, and consistency.	8K2 Observation, feedback, and using simple data and evidence support the identification of tactical and technical strengths and areas to improve.
7K3 Forces change how the body moves by affecting speed, direction, and position. Rhythm and timing help coordinate and control these forces to produce smooth, controlled, and consistent movement.	8K3 Collecting and using physical activity data or technologies requires permission, a clear purpose, and respect for individuals to support learning, uphold well-being, and improve movement.
7K4 Health and well-being models provide a structure for understanding how interconnected physical, social, emotional, and cultural factors influence participation in games, activities, and sport.	8K4 There are physical (e.g. competence or injury), psychological (e.g. motivation or perceived competence), social (e.g. friendships) and emotional (e.g. sense of belonging) factors that influence personal enjoyment and participation in movement experiences.
Practices The skills, strategies, and applications to teach	
7P1 Participate in high-intensity games, longer duration activities, or sport to observe the different demands on the heart, lungs, and muscles (e.g. a fast sprint compared to a long walk, or a game of tag compared to orienteering).	8P1 Participate in repeated games, activities, or sport using heart rate and breathing rate to explain how recovery would get faster over time (e.g. playing continuous games such as tapu ae or ultimate frisbee and comparing how quickly breathing and heart rate recover).
7P2 Participate in games, activities, or sport at varying or increasing speeds to observe how increased speed reduces accuracy, control, and consistency, and how slower movement supports more precise and controlled performance (e.g. fast vs controlled passing, starting a task slowly and building speed over time).	8P2 Participate in games, activities, or sport with changing factors that require adaptation and solving movement problems through adjustments to timing, force, positioning, sequencing, or decision-making.
7P3 Use, games, activities, or sport that have changing elements or complexity to experiment how rhythm and timing support smooth, controlled, and consistent movement (e.g. climbing activities, walking and bouncing balls, skipping, team passing and catching, dancing routines, running with a stride pattern).	8P3 Engage in methods of physical activity data gathering that support learning, uphold well-being, and could improve movement.
7P4 Use models of well-being or health (e.g. Te Whare Tapa Whā, Fonofale, biopsychosocial) to analyse how multiple factors (not just the physical) impact an individual’s participation in activities (e.g. reflecting on how friendships, inclusion/exclusion, or conflict could impact participation or performance).	8P4 Participate in a range of cooperative, competitive, individual, and group-based physical activities and reflect on how physical, emotional, social, and environmental factors influence personal enjoyment and participation (e.g. responses to yoga, dance, or game play).

Unpacking

What does this mean for teaching and learning in our context?

PHASE 3 BIG IDEA

Movement performance is influenced by physical, psychological, social, and environmental factors that can be adapted and refined.

KU

Knowledge and understanding
What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

E

Experiences
Which learning experiences build this in, through and about movement?

In movement
Varied, increasingly complex contexts.

Through movement
Leadership, manaakitanga, feedback.

About movement
Science, culture, mātauranga Māori, technology.

S

Skills
What will ākonga actually do? Turn each practice into observable actions.

Connections and progression
Which practices consolidate which knowledge? What needs explicit teaching? How does Year 7 lead into Year 8?

Progress (provisional)
What would show secure learning? Progress content is due in 2027; use existing practice until then.

Capabilities
Where will this grow the Te Mātaiaho capabilities?

Communication

Relating to others

Self-management and self-regulation

Problem solving

Creativity

Local curriculum and te ao Māori
Which people, places, pūrākau and mana whenua knowledge replace the ‘e.g.’ examples?

Time and key considerations
How many hours, and what must be planned for before teaching?

Hours Year 7 Year 8

Think about: Measuring heart rate and effort. Handling fitness data with care for body image. Space and equipment for force and balance work. Links to Science.