

Movement: The moving body

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.28).

Year 9	Year 10
Knowledge The facts, concepts, principles, and theories to teach	
9K1 Major bones throughout the body provide structure, stability, and support movement, some examples are femur, pelvis, vertebrae, humerus.	10K1 The cardiovascular and respiratory systems work together to deliver oxygen and remove carbon dioxide, enabling the body to produce and sustain movement during physical activity.
9K2 Major muscle groups throughout the body work together through contraction and relaxation to produce and control movement, some examples are quadriceps, hamstrings, gluteals, deltoids.	10K2 Physiological indicators (e.g. heart rate and perceived exertion) can be used to regulate effort during high-intensity movement.
9K3 Balance is the ability to maintain stability through the relationship between centre of gravity, base of support, and body position. Understanding how these biomechanical concepts influence stability helps explain movement performance. The centre of gravity is the point at which the body’s mass acts; the base of support is the area enclosed by the parts of the body in contact with a surface.	10K3 The capacity for quality movement is impacted by components of fitness, such as cardiovascular endurance, muscular strength, muscular endurance, and flexibility.
9K4 Components of fitness are agility, balance, coordination, speed, power, and reaction time.	10K4 Movement efficiency influences energy expenditure and injury risk and can be improved through biomechanical refinement (e.g. body alignment, force production, sequence of body segments).
9K5 Physical health and well-being are interconnected with emotional and relational well-being, so body processes, emotions, feelings, and relationships influence physical activity participation and performance.	
Practices The skills, strategies, and applications to teach	
9P1 Observe movement and identify major muscle groups and bones that create and support movement.	10P1 Use suitable games, physical activities, or sport contexts to experience, observe, and discuss basic physiological responses to exercise.
9P2 Use dynamic movement contexts to experiment how changes in body position, centre of gravity, and base of support influence balance and stability.	10P2 Participate in different games, activities, or sport to observe physiological changes in heart rate and perceived exertion.
9P3 Use a suitable experience, game, activity, or sport to analyse how a component of fitness (e.g. agility, balance, coordination, speed, power, reaction time) contributes to the performance of a movement.	10P3 Trial how muscular strength, muscular endurance, or flexibility contribute to the performance of movement.
9P4 Use different frameworks, models, and diagrams to determine how physical health connects to body processes, emotions, feelings, and relationships to influence well-being and participation in physical activity (e.g. using an integrative health model to show how physiological and psychological factors influence participation and performance in physical activity)	10P4 Trial how body alignment, force production, and sequencing of body parts contribute to efficient movement and reduce energy use and injury risk.

Unpacking

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

PHASE 4 BIG IDEA

Movement performance can be analysed, evaluated, and optimised using biomechanical, physiological, and psychological knowledge.

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 9 lead into Year 10?

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 9

Year 10

Think about: Equipment for measuring heart rate and exertion. Handling fitness data and testing with care for body image. Space and surfaces for dynamic balance work. Links to Science.