Origins of Knowledge of Geometry

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Research provides evidence for two core systems with geometric content. First, the place system guides learning of significant locations within the navigable layout, and of safe, efficient paths through, that layout. Second, the form system that guides learning of the shapes and functions of objects: especially natural objects, like plants. Claims of core knowledge, however, have raised questions. First, what are core knowledge systems: are they perceptual systems, belief systems, or something else (Bai et al., *Behavioral and Brain Sciences*, in press)? Second, can different core knowledge systems work together, and if so, how (Liu et al., *Nature Communications Psychology*, in press)? Finally, does research on core knowledge and the learning it supports lead to insights or to contradictions and dead ends (Quilty-Dunn and Wood, *Trends in Cognitive Sciences*, in press)? Answers to these questions suggest new insights into the minds of infants, the prodigious learning capacities of children, and the origins and nature of human knowledge of geometry.

Space in Mind

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